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SERVICE PAPER

AN ANALYSIS OF TOPICS IN JUNIOR HIGH SCHOOL
AMERICAN HISTORY TEXTBOOKS

Submitted by

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(A. B., Boston College, 1941)

In partial fulfillment of requirements for
the degree of Master of Education

1948

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1960-1961

208A

1960-1961
1960-1961
1960-1961

CHAPTER I

THE PROBLEM

The textbook is indispensable and invaluable for the purposes for which it is designed. When the purpose of the textbook is mentioned, it refers to the use of the book as a tool for studying. In the early days the children used very few textbooks and memorized most of the material. In the present educational system the tendency is away from complete memory work, with the trend toward the establishment of a satisfactory program through the use of several references as supplementary material to the textbook selected by the particular school. The textbook, however, is still the important instrument of learning. In other words, it is the principal device by which the student acquires knowledge of the subject.

Although the textbooks are of such importance, a difference between books is noticed when they are analyzed. Historical events are treated with variation in different textbooks. As a result, people often have different conceptions of situations from reading different textbooks.

For all practical purposes the textbook is used by the teacher as the guide for the course. The topics stud-



ied will be determined by the individual books used in the school system.

An important point which must not be overlooked is the actual selection of topics for the textbooks. Some material could be omitted from the history books. Other books fail to include material which seems important. The question of importance may be solved differently in the minds of different individuals.

Since the writer of this service paper intends to investigate topics of U. S. History in junior high school books, he feels that the following report of distinguished men in the social studies field is a good place to begin. He has selected the report as the foundation for establishing a uniform method of analyzing the history textbooks used in the junior high school to see whether the topics recommended by this commission are given the emphasis suggested in the report.

The Report of the Committee on American History in Schools and Colleges of the American Historical Association, the Mississippi Valley Historical Association, and the National Council for the Social Studies suggests certain topics for emphasis in the junior high textbooks.

These topics are as follows:

1. The American Revolution: As the outgrowth of colonial development, with attention to outstanding military events, the government during the war, the articles of confederation, and the constitution.

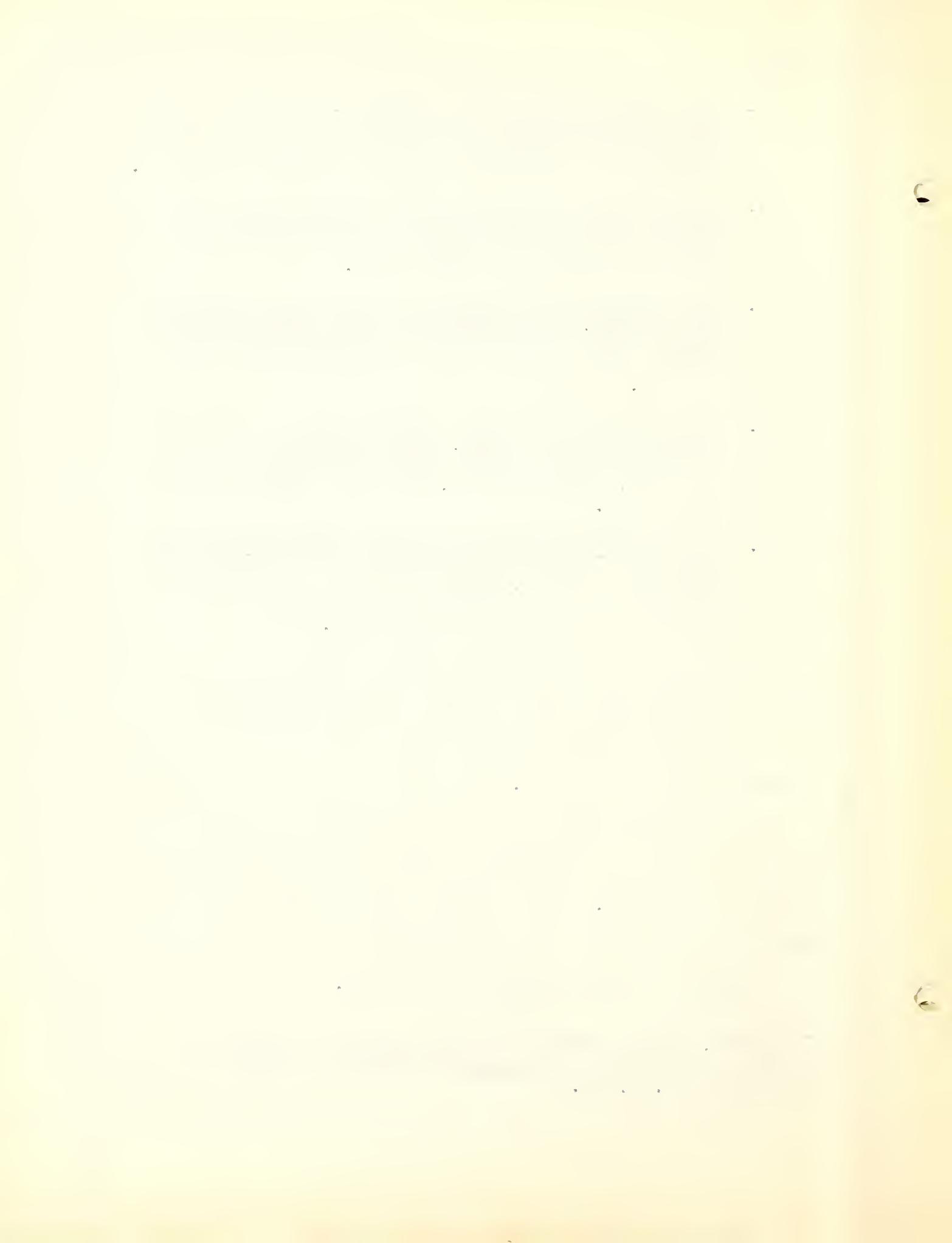


2. The Rise of Industrial Northeast, Plantation South, and Free-Farm West: With attention to the geographic and economic factors which promoted sectionalism; sectionalism versus national interests.
3. Territorial Development, the Struggle Over New States, and the Civil War: With attention to the use and influence of public lands, and to the strengthening of national unity.
4. The Development of Waterways, Highways, Railways, and Airways, and of Domestic and International Trade: With attention to pertinent inventions, trade routes, and the social effects of the cargoes carried.
5. Recreation, Sport, and Social Life: The rise of typical American games, and of resorts and vacation trips, of social clubs and organizations, of theaters, music, movies, and other commercialized amusements.
6. The Rise and Influence of Major Communication Industries: Postal service, press, telegraph, telephone, and radio; with attention to pertinent inventions, the industrial organization of these agencies and their cultural power.^{1/}

The purpose of this service paper is to discover through textbook analysis the similarities and the differences of the various books with reference to the six topics recommended by the commission.

This service paper will also determine the amount of space given to these topics in relation to certain other topics in the books. These topics are analyzed in order to complete an exhaustive study of each book and also to give a clear picture of the contents of the same.

^{1/} Edgar B. Wesley, Director of the Committee, American History in Schools and Colleges, MacMillan Company, New York, 1944, p. 77.



The topics to be analyzed in addition to those recommended by the commission are as follows:

1. Discovery and Exploration
2. Colonial Period
3. Politics
4. International Trade After the Civil War
5. Labor Unions

In analyzing the topics mentioned above, the writer has kept in mind a problem which has appeared for years, namely that of repetition. From the words of one of our most distinguished² educators we can readily see that this is not a new problem.

"An unpublished study made by Wilbur F. Murra at the University of Minnesota in the summer of 1935 throws some light on the amount and character of the repetition. He analyzed seven widely used textbooks in American History, two for the elementary grades, two for the junior high school, two for the senior high school, and one for the junior college as to their space allotment for a number of major historical topics and for chronological periods, and as to their mention of a number of minor topics and generalizations. His conclusions were: Using the technique of textbook analysis it was determined that a very considerable degree of similarity exists among the four courses. In each of the three courses above the elementary school the bulk of the subject matter is outright repetition of what was contained in the previous course or courses. Evidence of planned articulation is almost completely lacking."¹

^{1/} The National Council for the Social Studies, Elements of Social Studies Program, Sixth Yearbook, 1936, p. 44.



No research on analysis of topics in junior high school history books could be found by the writer. However, some material which has a bearing on the subject was located. One was written by M. C. Comerford 1/ in 1932 and the other by Emily L. Walsh 2/ in 1936.

Both of these theses analyzed textbooks for the treatment of World War I. These theses were helpful to the writer as far as method and procedure were concerned.

No conclusions will be drawn as to the advantages or disadvantages of any particular textbook.

The latest editions of the books used in this study are listed alphabetically according to the author's name. These books have been selected because of their present use by the junior high schools. Each book has a code letter which will be used in reference to that text in this service paper.

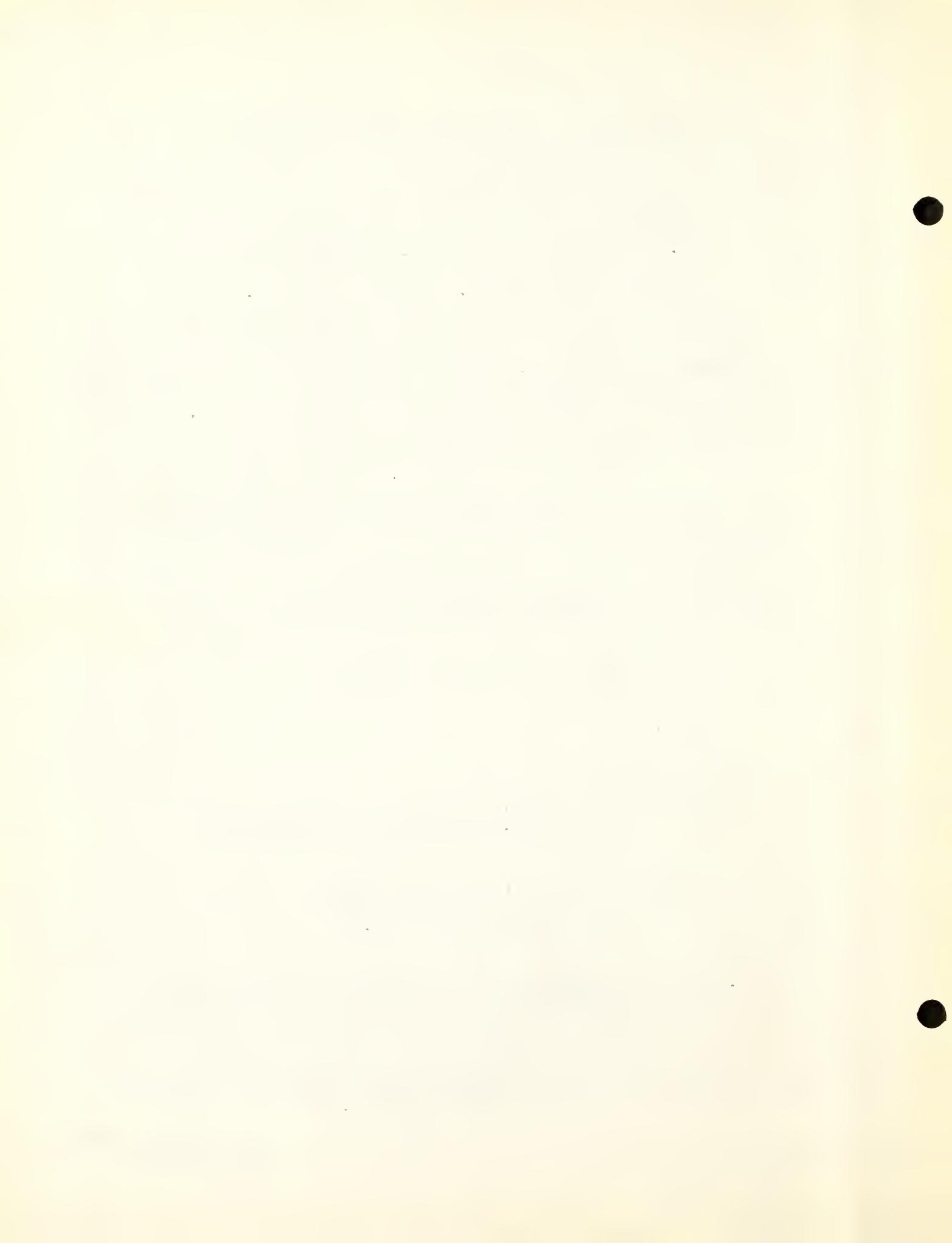
The textbooks are:

A--Chadsey, Charles E., Weinburg, Louis and Miller, Chester F., America in The Making, D. C. Heath and Company, Boston, 1941.

B--Knowlton, Daniel C., and Harden, Mary, Our America Past and Present, American Book Company, Boston, 1942.

1/ M. C. Comerford, Analysis of Treatment of World War I in Eleven Junior High School History Textbooks, unpublished Master's thesis, Boston University, 1932.

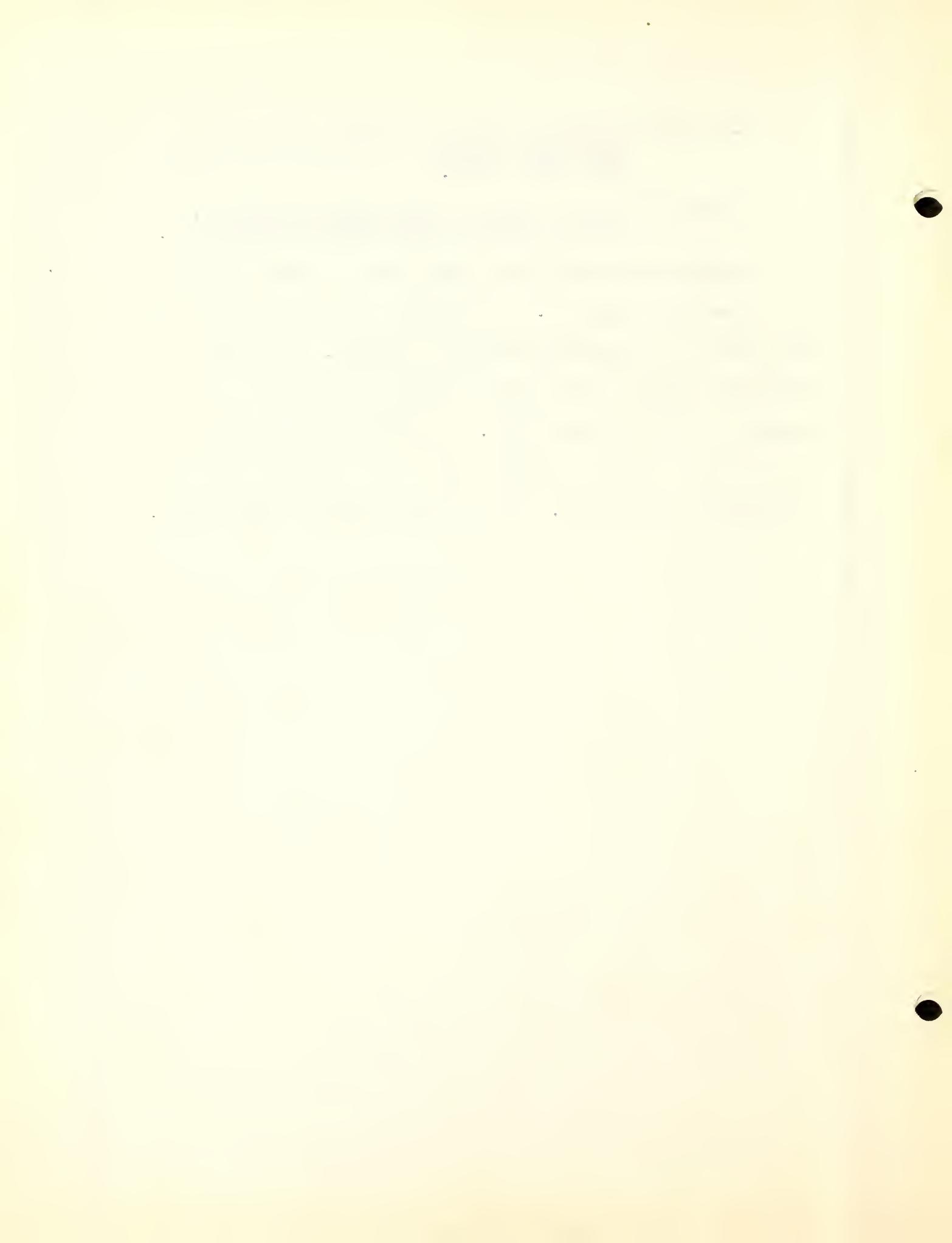
2/ Emily L. Walsh, An Analysis of the Treatment of World War I in Ten Junior High School History Textbooks, unpublished Master's thesis, Boston University, 1946.



C--McGuire, Edna and Portwood, Thomas, The Rise of Our Free Nation, The MacMillan Company, New York, 1942.

D--Moon, Glenn W., Story of Our Land and People, Henry Holt and Company, New York, 1942.

An approximate word and line count of each topic in each book was completed. An average was made of words in each line of a paragraph chosen at random. The total number of lines in each book was multiplied by the average number of words in each line. A careful estimate was made of fractional parts of lines, that is, lines that were cut up by maps or pictures. The results will be given later.



CHAPTER II

EXTENT OF CONTENT TREATMENT IN EACH TEXTBOOK

The first consideration is given to the amount of space of each topic in each textbook. An average was made of the number of words in each line of a paragraph selected at various intervals. The same procedure was followed in counting the lines. A table was prepared for both the words and lines. This method is more accurate than merely giving the pages covered by the various topics and gives a clear picture of each text since there are variations in each book.

TABLE NO. I

Total Number of Words Found For Each Topic

Topic	A	B	C	D
American Revolution.....	9846	14377	15741	10648
The Outgrowth of Colonial Development.....	5312	6919	6534	5379

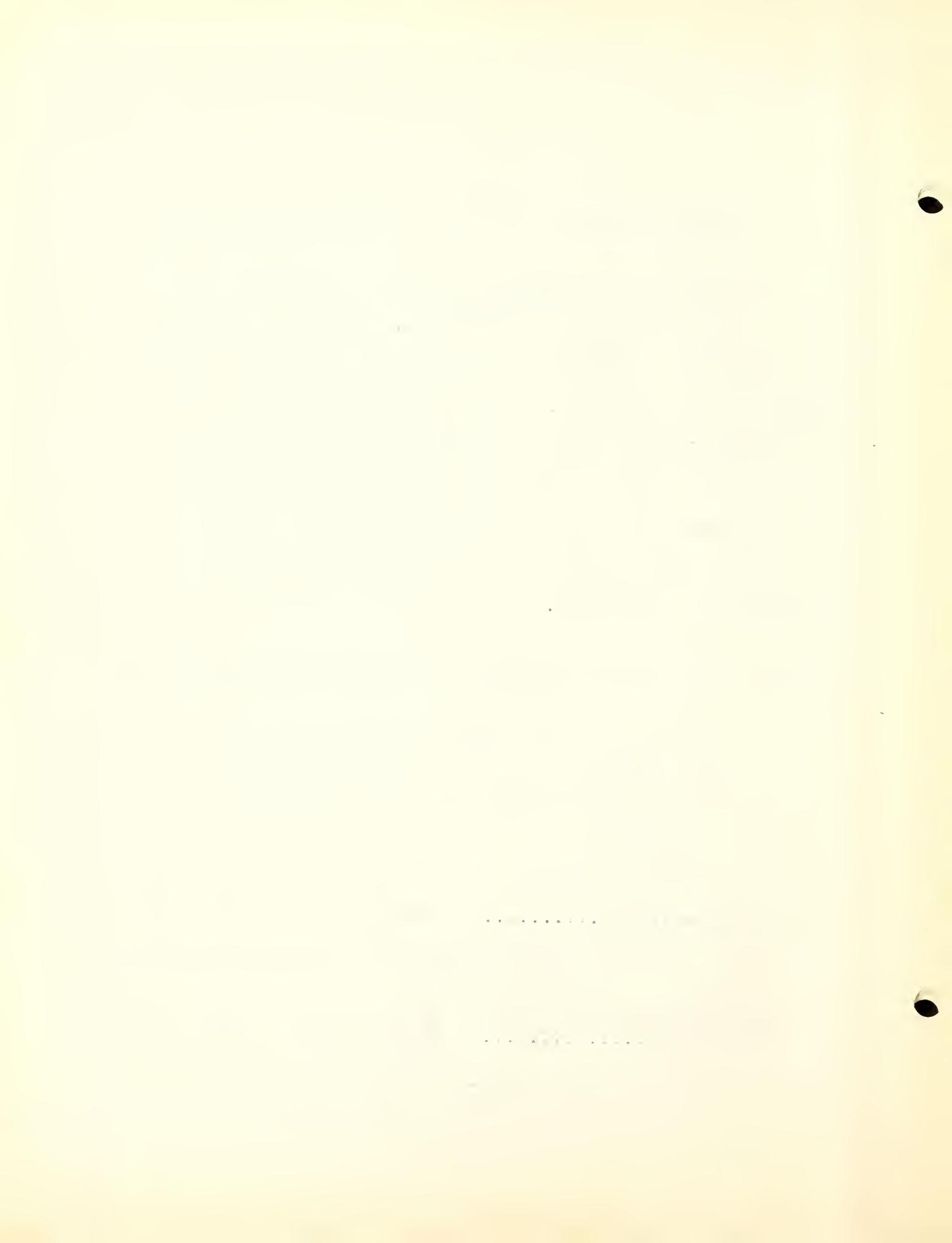


TABLE NO. I (continued)

Topic	A	B	C	D
Outstanding Military Events.	3978	4169	5588	4554
The Government During The War.....	2556	3289	3619	715
The Articles of Confederation.....	1242	3289	2222	1056
The Constitution.....	1720	9590	3630	2167
The Rise of Industrial Northeast.....	4653	4191	4751	3410
Plantation South.....	1818	4994	2520	1529
Free-Farm West.....	8487	4576	2943	2739
Geographic and Economic Factors which promoted Sectionalism.....	1665	5016	2664	1727

TABLE NO. I (continued)

Topic	A	B	C	D
Sectionalism vs. National Interests.....	1737	540	333	927
Territorial Development.....	4545	4565	5148	6336
The Struggle Over New States.....	3636	4642	4230	10263
The Civil War.....	6706	8767	11430	6622
The Use and Influence of Public Lands.....	2754	2486	2430	550
The Strengthening of National Unity.....	2052	5489	1422	781
The Development of Waterways, Highways, Railways and Airways.....	2925	12485	18108	16896

TABLE NO. I (continued)

Topic	A	B	C	D
Domestic and International Trade.....	10143	5038	11871	7865
Pertinent Inventions.....	4635	6248	9081	10802
Trade Routes.....	3634	5203	6408	8008
Social Effects of Cargoes Carried.....	2925	5412	1881	4620
Recreation, Sport and Social Life.....	1098	1276	1305	594
The Rise of Typical American Games.....	153	330	369	594
Resorts and Vacation Trips....	0	0	0	0
Social Clubs and Organ- izations.....	0	0	0	0

TABLE NO. I (continued)

Topic	A	B	C	D
Theaters, Music, Movies and Other Commercialized Amusements.....	1539	594	1180	350
The Rise and Influence of Major Communication Industries.....	480	2134	2820	8535
Postal Service, Press, Tele- graph, Telephone, and Radio.....	587	2134	3168	9152
Pertinent Inventions.....	587	2134	3168	9152
The Industrial Organization of These Agencies and Their Cultural Power.....	2034	8811	8433	9581
Discovery and Exploration.....	6679	4004	10997	8811
Colonial Period.....	24174	23170	18081	20009

TABLE NO. I (continued)

Topic	A	B	C	D
Politics.....	2259	3014	3681	864
International Trade After The Civil War.....	3913	5104	4761	3916
Labor Unions.....	2101	1782	3690	4554

The following table, together with the previous one, will indicate some important variations in the different textbooks.

TABLE NO. II

Total Number of Lines Found in Each Text

Topic	A	B	C	D
American Revolution.....	1094	1307	1431	968
The Outgrowth of Colonial Development.....	368	629	594	489
Outstanding Military Events....	442	379	508	414
The Government During The War..	284	299	329	65
The Articles of Confederation.....	138	299	202	96

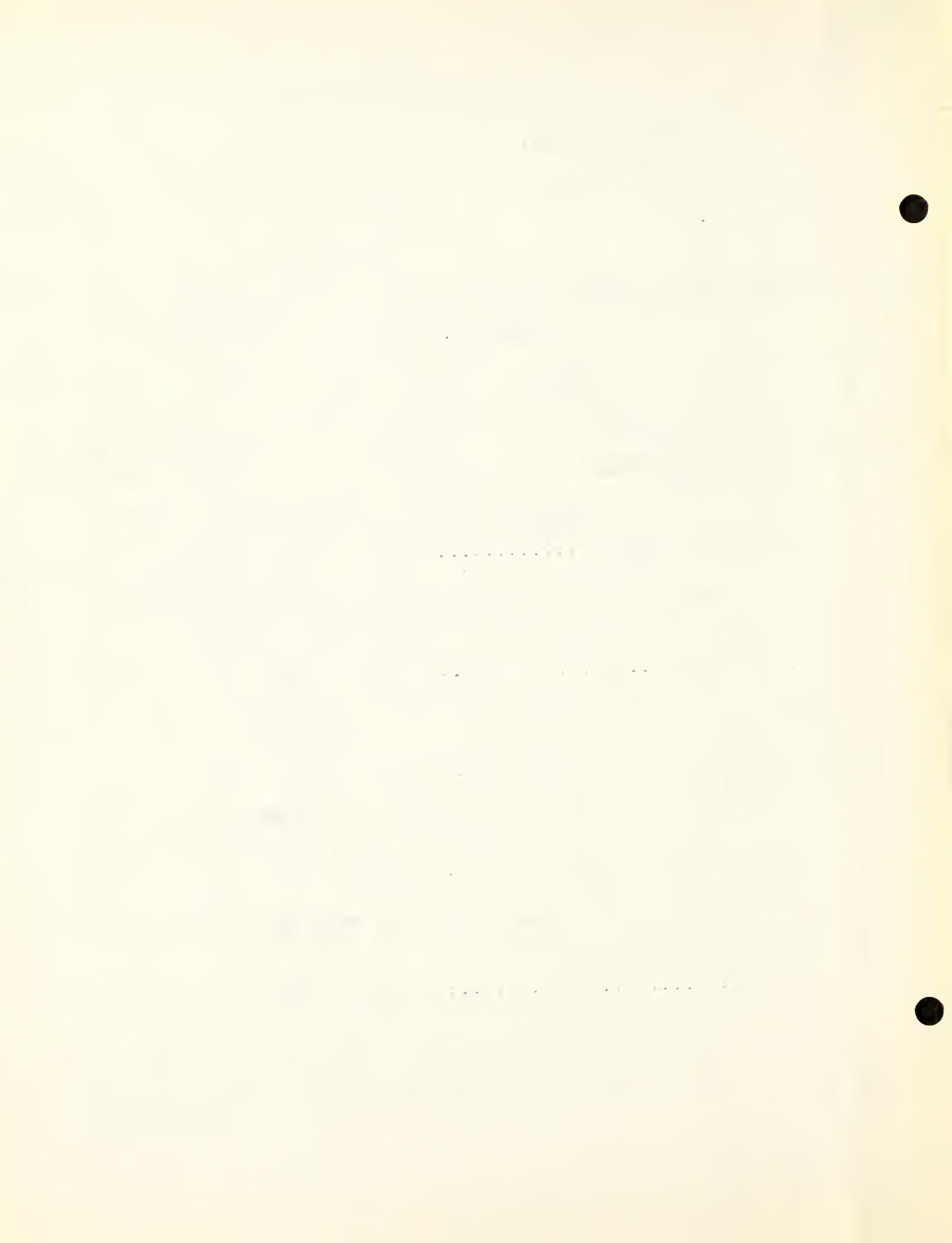


TABLE NO. II (continued)

Topic	A	B	C	D
The Constitution.....	190	872	330	197
The Rise of Industrial North-east.....	517	381	529	310
Plantation South.....	202	454	252	139
Free-Farm West.....	943	416	327	249
Geographic and Economic Factors which Promoted Sectionalism.....	185	456	296	157
Sectionalism vs. National Interests.....	193	60	37	103
Territorial Development.....	505	415	572	576
The Struggle Over New States.....	404	422	468	933

C

1. 2. 3. 4. 5.

1. 2. 3. 4. 5.

1. 2. 3. 4. 5.

1. 2. 3. 4. 5.

1. 2. 3. 4. 5.

1. 2. 3. 4. 5.

1. 2. 3. 4. 5.

1. 2. 3. 4. 5.

C

TABLE NO. II (continued)

Topic	A	B	C	D
The Civil War.....	748	799	1270	602
The Use and Influence of Public Lands.....	306	226	270	50
The Strengthening of National Unity.....	228	499	158	71
The Development of Waterways, Highways, Railways and Airways.....	325	1155	1586	1536
Domestic and International Trade.....	1127	458	1319	715
Pertinent Inventions.....	515	568	1009	982
Trade Routes.....	426	473	712	729

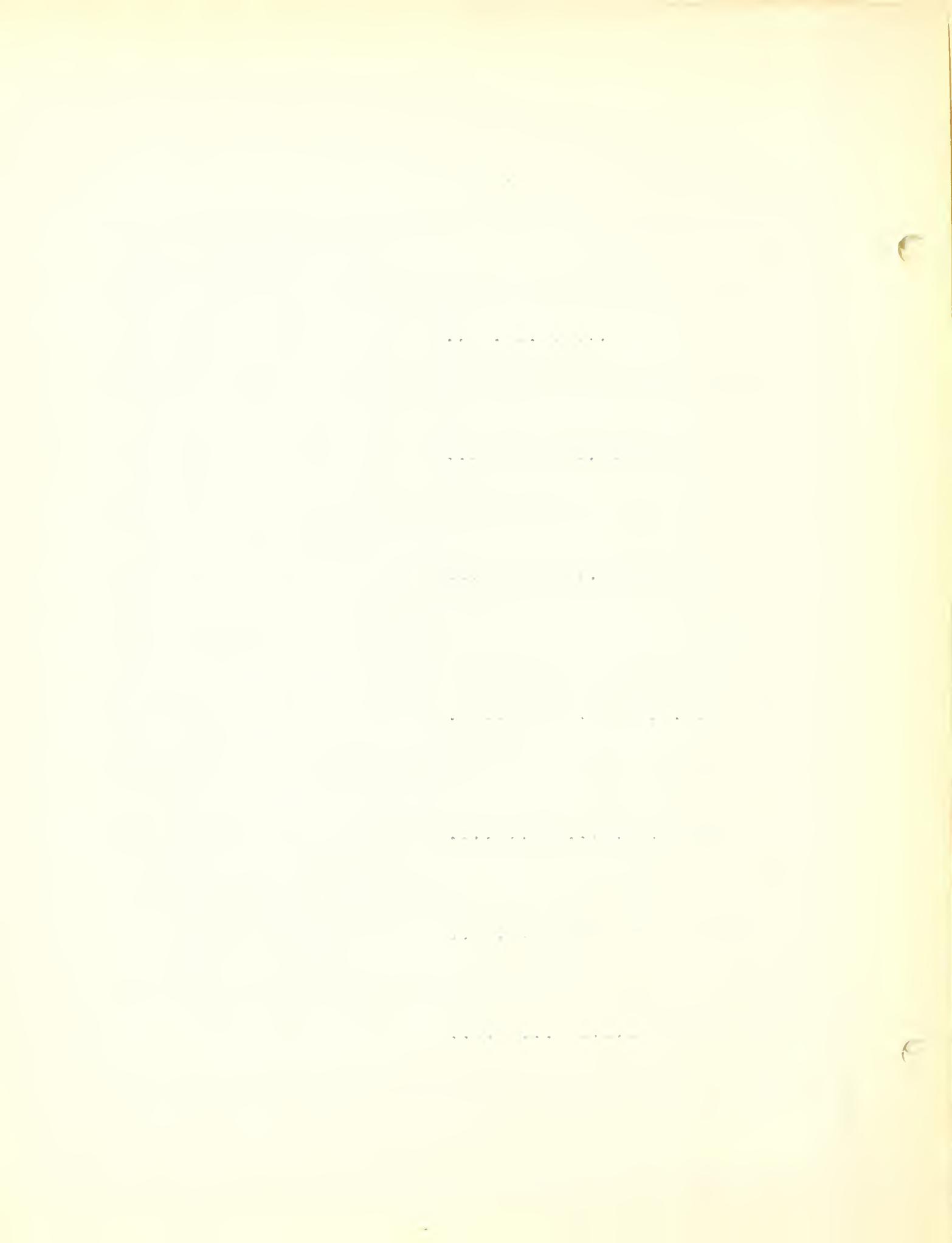


TABLE NO. II (continued)

Topic	A	B	C	D
Social Effects of Cargoes Carried.....	325	492	209	420
Recreation, Sport and Social Life.....	122	116	145	54
The Rise of Typical American Games.....	17	30	41	54
Resorts and Vacation Trips...	0	0	0	0
Social Clubs and Organ- izations.....	0	0	0	0
Theaters, Music, Movies and Other Commercialized Amusements.....	161	54	118	50
The Rise and Influence of Major Communication Industries.....	70	194	240	691

TABLE NO. II (continued)

Topic	A	B	C	D
Postal Service, Press, Telegraph, Telephone, and Radio.....	83	194	352	832
Pertinent Inventions.....	83	194	352	832
The Industrial Organization of These Agencies and Their Cultural Power.....	226	801	937	871
Discovery and Exploration.....	831	364	1333	801
Colonial Period.....	2686	2198	2009	1819
Politics.....	251	274	409	79
International Trade After The Civil War.....	457	464	529	356
Labor Unions	239	162	410	414

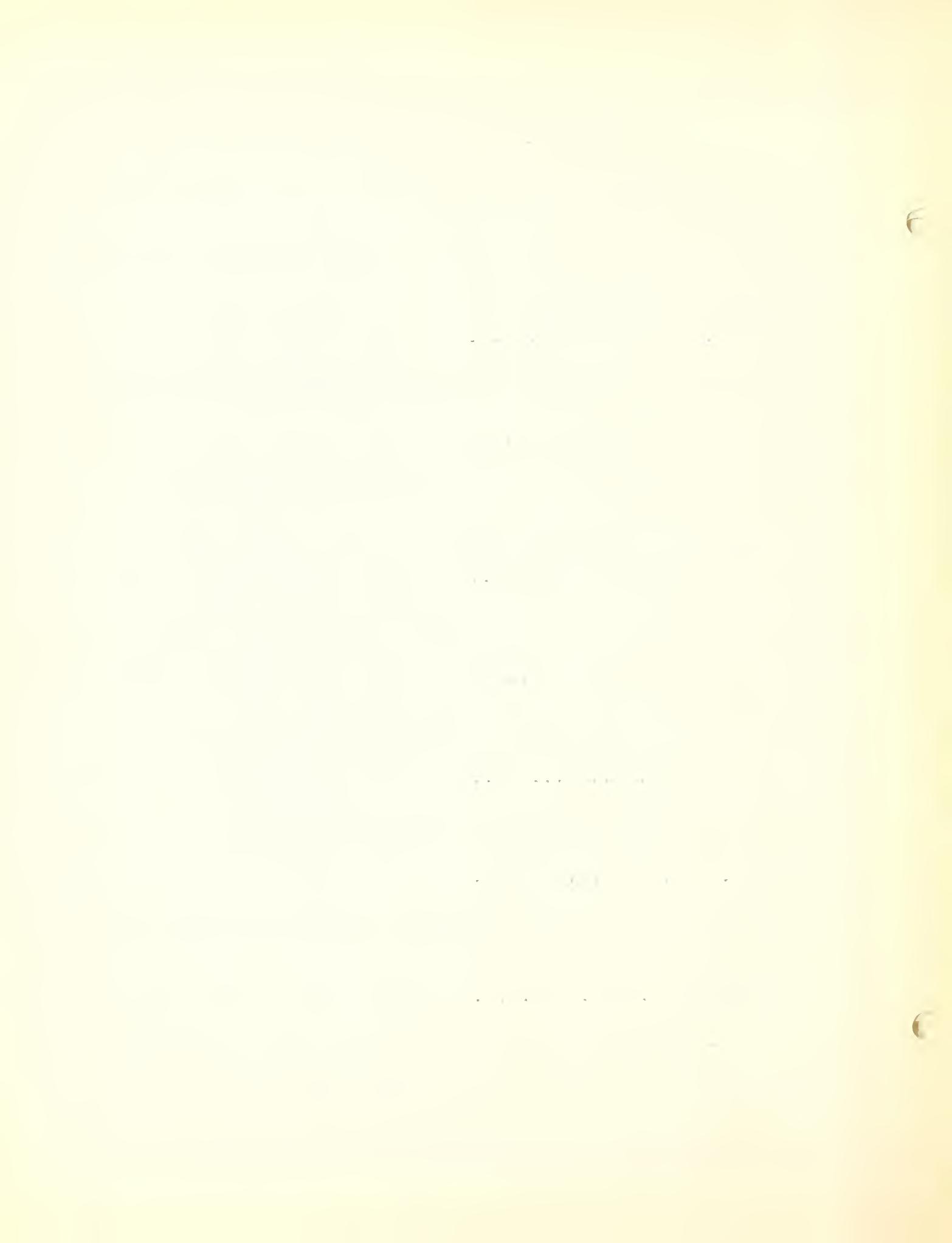


TABLE NO. III

Total Number of Pages in Each Textbook

Text	Total No. of Pages
A	720
B	786
C	774
D	586

The writer has obtained the per cent of space required for the treatment of the various topics. This report, which will prove especially helpful to the teachers of social studies, will be treated in the following section of this chapter.

This section is also devoted to a comparison of the various textbooks with references being made to other similarities and differences. Each topic will be treated separately in order to present a clear view of the situation. The topics will be selected in the same order as those appearing in the previous tables.

The first topic recommended by the commission refers to the American Revolution. When we speak of this struggle, we must keep in mind that some of the events of the Revolution took place in New England. Naturally, students are more interested when they study situations concerning their own area. It is about these local New England situations that we shall speak first.

Despite the fact that the Battles of Lexington, Concord, and Bunker Hill were important in the course of the Revolution, they receive very little emphasis in the four textbooks. Book D allows two pages for the treatment of the three topics. Book C allows about a page and a half for the topics. Books A and B allot about a page for



the discussion of these points.

Reference will now be made to the amount of space given to the American Revolution by the various books. Book B, even though it contains fewer lines than Book C, allows a high percentage of space for the treatment of the American Revolution. The amount of space occupied is 7.5 per cent. Book A ranks second with 6.5 per cent. Book C is third with 6.4 per cent and Book D fourth, with 5.8 per cent.

A term which must be explained clearly is the word Revolution as it applies to the American Revolution. Book D is the only text to make reference to and explain the meaning of the word as applied to this situation. The term must be understood before the unit is studied.

One of the many subtopics under the American Revolution is the Outgrowth of Colonial Development. We notice, from observation, that text B allows 3.1 per cent of space to this subject. Book D takes up 2.8 per cent. Book C gives 2.5 per cent and Book A 2.0 per cent.

Before leaving this topic it might be worthwhile to mention the fact that only two of the four textbooks consider the Boston Massacre important enough to treat it as a separate item. The other textbooks mention the skirmish briefly in connection with other events.

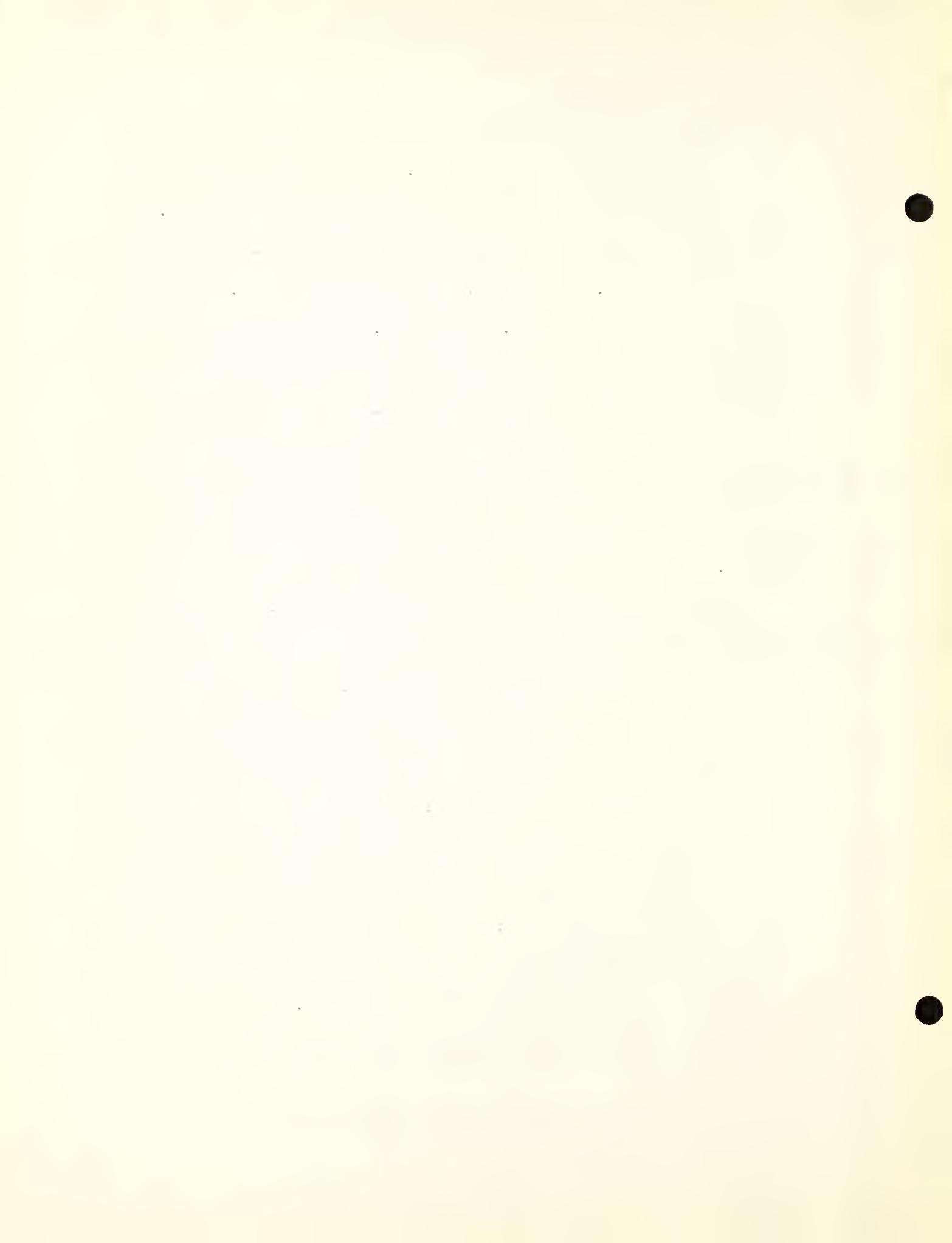


The next topic refers to the outstanding military events of the American Revolution. As in previous topics, the textbooks will be compared by the space allotment. Textbook A leads the others with 2.7 per cent. Textbook C is second with 2.6 per cent. Then Book B has 2.0 per cent and finally Book D has 1.3 per cent. It is interesting to note that even though textbook A has a higher percentage, Book C has a larger number of lines.

Textbooks B and D treat both British Campaigns for the Hudson with considerable detail. Textbooks A and C are very careful in their explanation of the Second Campaign for the Hudson. They do not mention Benedict Arnold's importance in the first British campaign for the Hudson. If the gun-boats built by Arnold had not changed the British plans the war might have ended at this point. Both campaigns should be explained in detail since the British had the same idea in mind during both operations, namely dividing the colonies into two parts.

The treason of Benedict Arnold is fully explained in Book D. Textbooks A, B, and C mention Arnold but leave many questions unanswered. The plans and details of the surrender of West Point to the British by Arnold are among the points which are not clearly explained.

Book D has a Unit Time Table which does not appear in



the other texts. This table is very helpful to the students in the preparation of their work. It is helpful because the important events are summed up at the end of the unit according to time. Since chronological order is important in analyzing the events of history, the unit time table often clears up ideas that might have been confused in the reading of the chapter.

The war in the South receives about equal treatment in the four books. However, books B, C, and D discuss the victory at Yorktown at length. This is noticeably lacking in book A.

The Government During The War is the next topic to be analyzed. The first point to be considered is the per cent of space granted to the topic in the various textbooks. Textbook A allows 1.9 per cent of space. This is followed by book B with 1.8 per cent. Textbook C, with 1.2 per cent, is next. Then textbook D appears with 1.1 per cent. It is very noticeable that the four textbooks allow about the same amount of space for this topic. This is quite different as far as other topics are concerned.

The Declaration of Independence, one of the most famous documents in world history, receives varied treatment. Textbook E and C analyze the topic in detail. Textbooks A and D treat the document rather lightly.



The meaning of the word "Hessian" is explained in one book. Textbooks A, B and C give no explanation of the meaning of the word. Moreover, it is a word which puzzles students unless it is explained.

The Articles of Confederation are analyzed now in connection with the previous topic, namely The Government During the War. Textbook B allows 1.8 per cent of space to this item. Textbook C allows .7 per cent of space. These books are followed by A with .6 per cent and D with .3 per cent.

Two of the textbooks, namely C and D, explain the meaning of the word Confederation. It is a word which junior high school pupils confuse if it is not explained clearly to them.

The next topic for consideration is the Constitution. The first point of similarity among the textbooks on this topic is the mention of the location of the Constitutional Convention, namely Philadelphia. The fact is brought out that this is the same place where the Declaration of Independence was signed. However, many pupils confuse these two ideas and think that they are one and the same.

Three of the textbooks, namely B, C and D explain how the members of Congress arrived at a solution as to the proper method of addressing the head of the new govern-



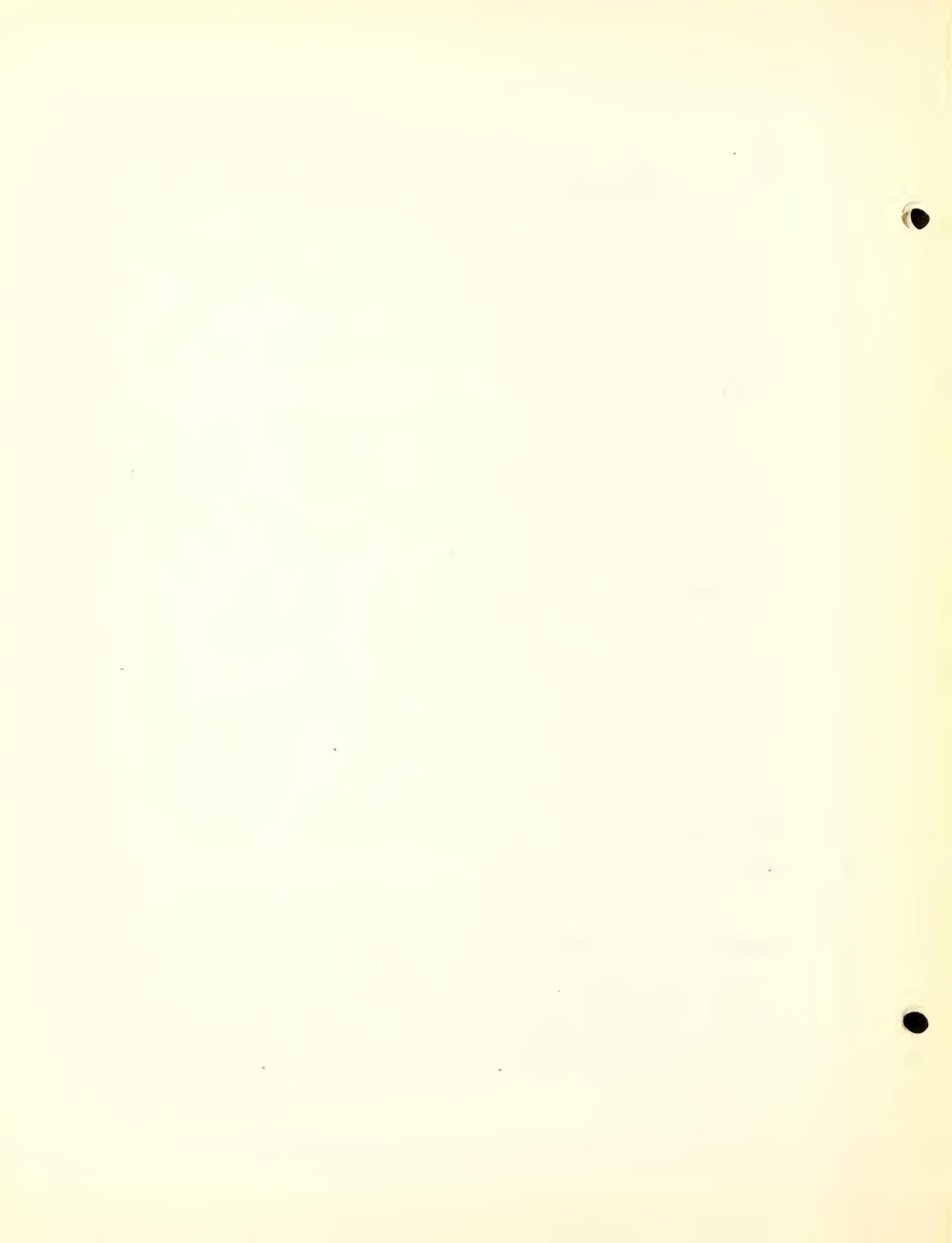
ment. In other words, we have our President of the United States. An omission of this sort should not be overlooked.

The terms Federalist and Anti-Federalist are mentioned in books C and D. The reference to and the explanation of these words is necessary in order to clarify in the minds of the pupils the intensity of the arguments from both sides.

The vote of the individual states either to accept or reject the constitution is the next item for discussion. Three of the four textbooks, namely B, C and D, explain the vote of the different states. The other book fails to even mention the fact that such a vote was to be taken.

Textbooks B and D mention some of the features of the Constitution. Textbooks A and C omit these features. The average junior high school student knows very little about the contents of the Constitution. The mention of some of the rights guaranteed by this important document will reveal to the individual his place as a future citizen.

Before leaving this topic, it is worthwhile to mention the per cent of space allowed for the treatment of the Constitution. Textbook B gives a more detailed account of the drawing up of the Constitution than the other books and allows 2.0 per cent of space. Textbook C

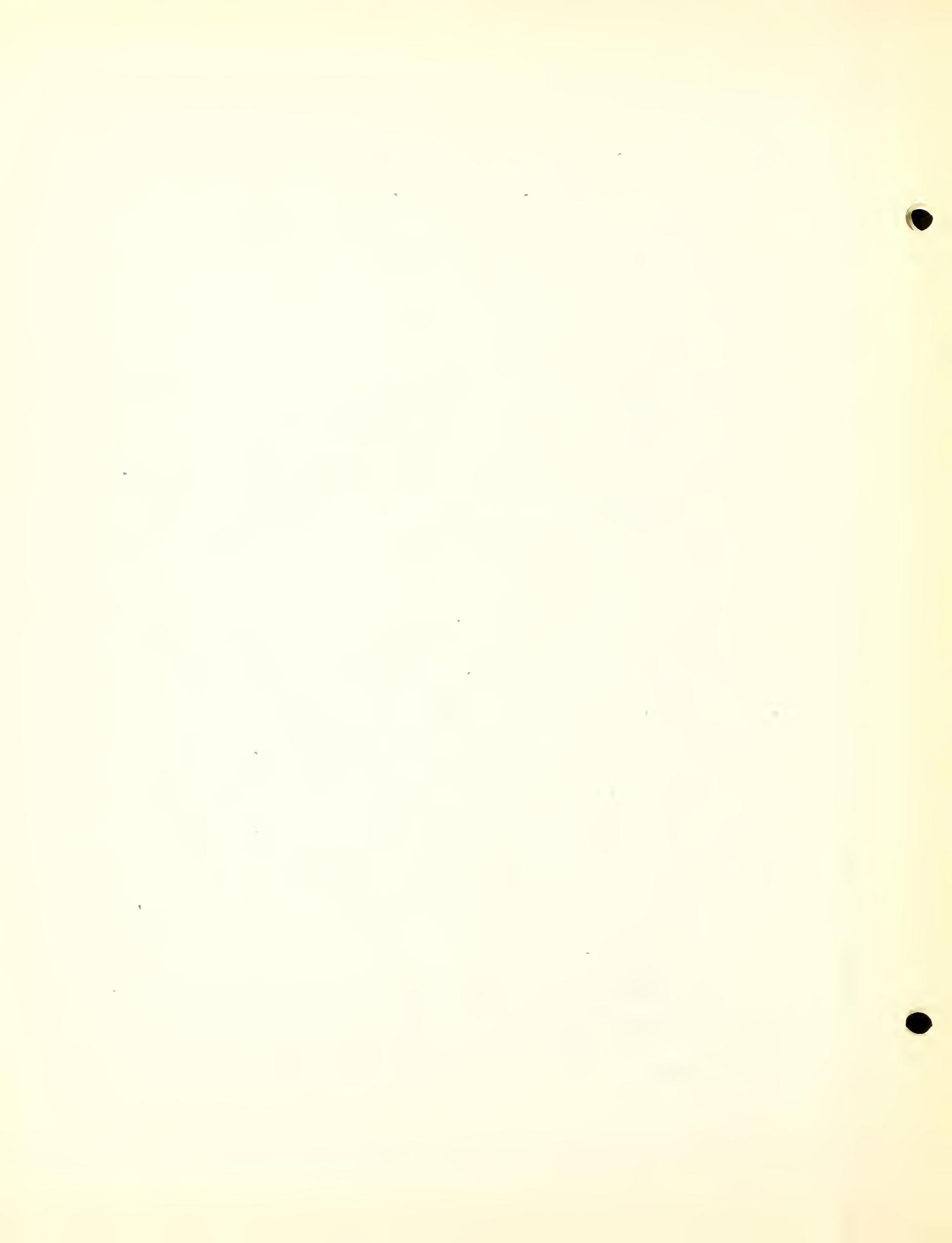


is next with 1.1 per cent. These two books are followed by books A and D with .9 per cent.

In considering the topic Industrial Northeast it is interesting to note that the Northeast is treated rather extensively in the textbooks but the industries do not receive adequate treatment. Shoes and clothing are the important items treated in the books. Another observation worthy of consideration is the fact that none of the books state clearly what area they mean by the northeast. This is a confusing point because the different authors might have different areas in mind even though they might be in the Northeast.

Textbook A allows 3.3 per cent of the total space to the treatment of this topic. Textbook B is next with 2.5 per cent. Then book D gives 1.7 per cent to the treatment of the Rise of Industrial Northeast. Finally book C grants 1.3 per cent of space. These figures show a fairly wide variation between books A and C. Even though there is a variation in the treatment of the topic, there is very little difference in the analysis of the industries.

Plantation South is the next topic for consideration. A good starting point for the analysis of this topic is the per cent of space allowed for this topic in the

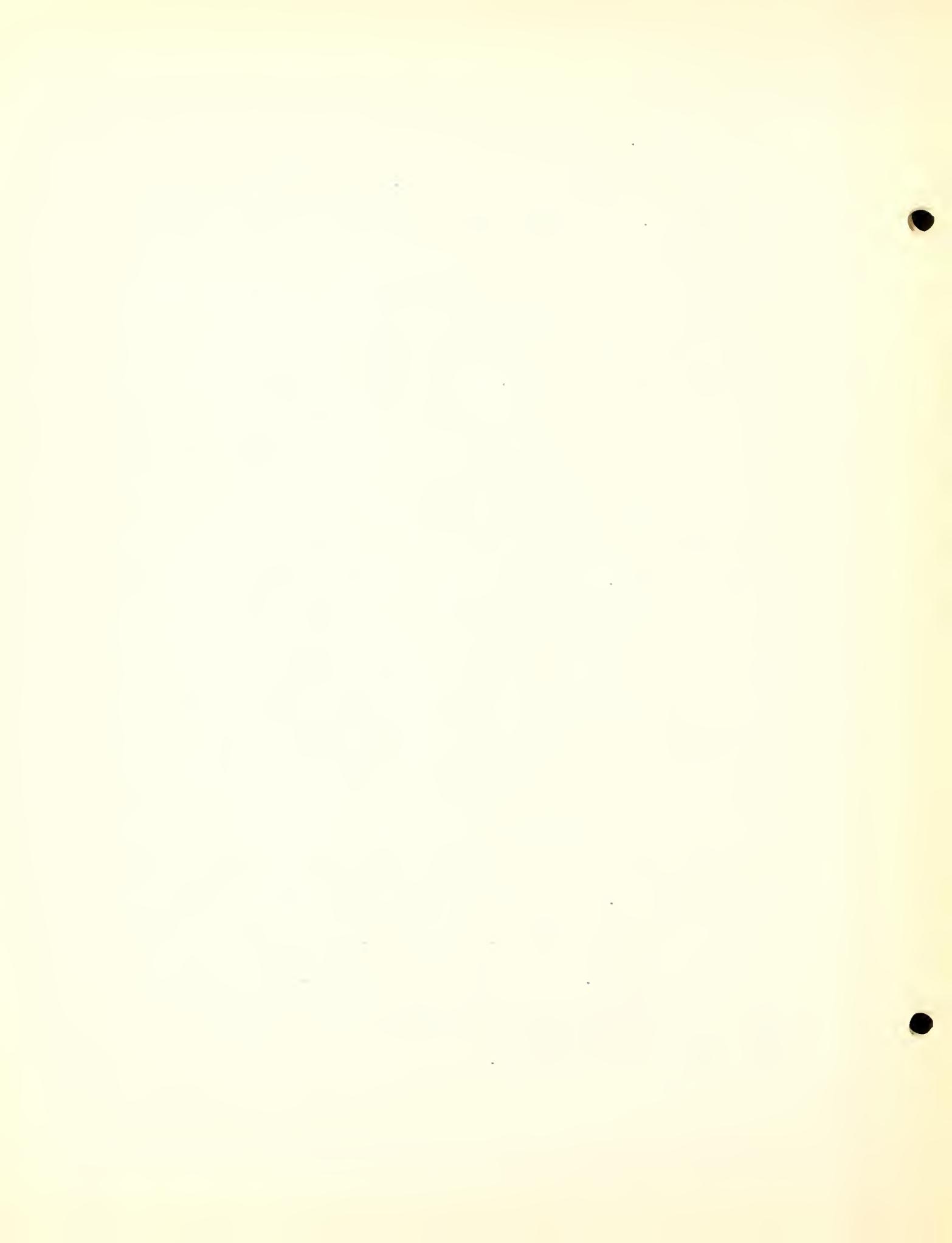


various books. Textbook B grants 2.8 per cent of space. This book is followed by A with 1.5 per cent. Book C is third with 1.2 per cent and is followed by book D with .7 per cent.

The four books are unanimous in their mention of the five Southern Colonies, namely, Virginia, Maryland, Georgia, North and South Carolina. However, only two books, namely A and C refer to the life in the southern colonies. It is interesting to note that book D makes no mention of slavery in the early days of the colonies.

Textbook A, unlike B, C and D, refers to Georgia as a Buffer Colony. This reference is made because it served as a buffer against the Indians and Spanish in Florida. Since reference has been made to the Georgia Colony, it might be well to mention James Oglethorpe, the founder of this colony. The four books are unanimous in their agreement concerning the willingness of this man to help the poor and unfortunate.

Free-Farm West is the next topic on the list. Textbook A allows 6.3 per cent of space for this topic. Textbook B is next with 2.3 per cent. These books are followed by C with 1.3 per cent and D with 1.1 per cent. An interesting observation is the difference between books A and D and between A and B.



Textbook D mentions the free land given to continental soldiers as a bonus for their services. Another point appearing in book D which does not appear in the other textbooks is the grant of land given to the states. The idea conveyed is the fact that this land must be used for public education or for public improvements.

A subtopic under free-farm west is Geographic and Economic Factors which promote Sectionalism. The treatment of this topic is fairly consistent as far as amount of space is concerned in two of the four textbooks. Textbook B allows 2.3 per cent of space. Book C gives 1.6 per cent. Then book A is next with 1.3 per cent. Finally, book D allows .7 per cent.

Three of the four textbooks, namely B, C and D do not explain in detail the individual factors which appear in the different areas. Textbook A mentions such points as North, South and West not closely Bound; Southern Planters Blocked by Spaniards and Indians and Western Settlers Face Freight Problem. These factors lead up to the discussion of the next problem.

The next topic is Sectionalism versus Nationalism. The per cent of space is the first point of comparison. Textbook A allows .8 per cent of space for this topic.

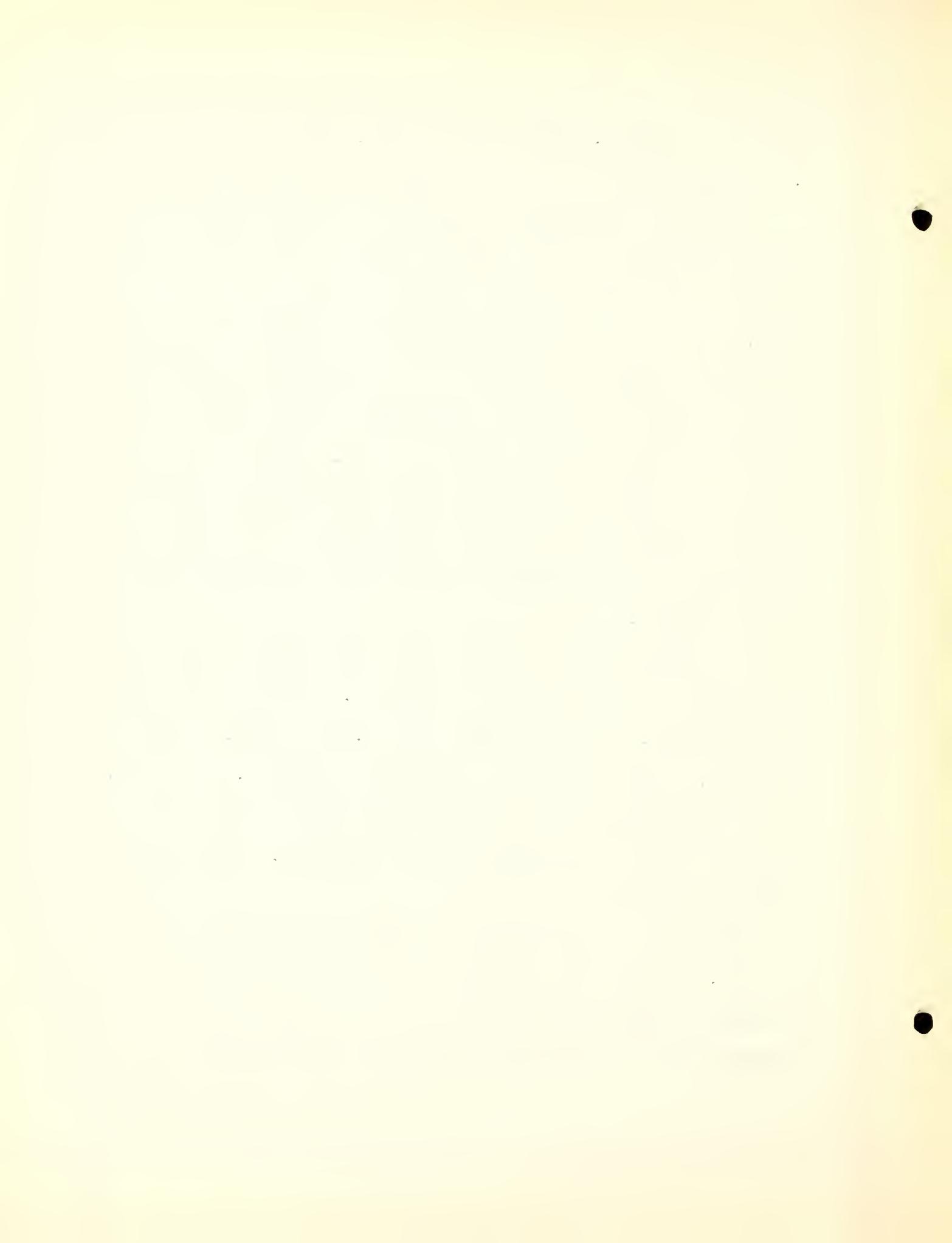
Textbook D gives .5 per cent of space. Then book B grants .2 per cent and book C .1 per cent.

The four textbooks are unanimous in their agreement that compromises had to be made by both sides if they were to accomplish their purpose, namely drawing up a constitution. Even though many representatives placed state interests or sectional interests before national interests they were soon to learn that they must change their attitude for the general welfare of all. Textbook D relates the source of the national constitution, namely the state constitutions which worked well. From this we observe an inter-dependence of one or the other from the very beginning.

Territorial Development is the third general topic for consideration. Textbook C gives 4.2 per cent of space to this topic. Book D is next with 2.8 per cent. Book B allows 2.4 per cent. Then, textbook A grants 1.5 per cent.

Textbooks A, B and D give Daniel Boone credit for his part in the development of new territory. This is lacking in book C.

Frontier is a word which appears frequently in the reading. Perhaps the authors take it for granted that the pupils understand the meaning of the word because textbook D is the only book to explain the meaning.



However, some pupils confuse the meaning of this word especially when a reference is made to a moving frontier.

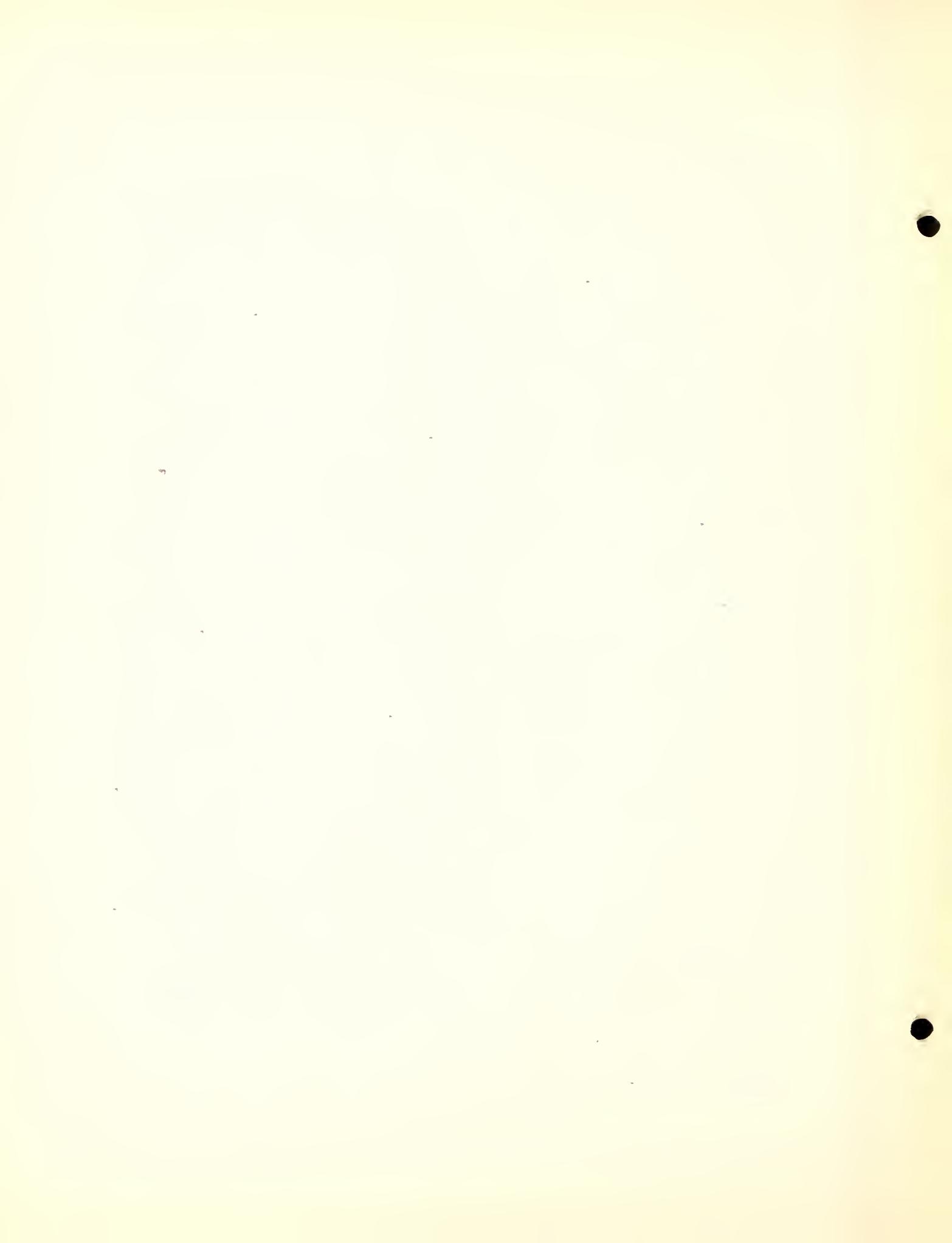
Two of the textbooks, A and D, explain the different routes to the west. In addition to this, book D states the reasons why the movement was a slow affair.

The four textbooks explain the development of the Southwest, including the establishment of the first state in that area, namely California.

Only two of the books, C and D, explain the Louisiana Purchase. This is an important item in any history book because of its importance in the development of the United States.

The four books are unanimous on another point. They explain Lewis and Clark's exploration, on behalf of the government, into unknown territory. In other words, the government had purchased territory which it knew nothing about and set about to explore what it had already bought. Textbook D is the only book to mention the bear stories in connection with Lewis and Clark's expedition.

The four books explain the meaning of the word Alamo. The famous battle-cry, which came as a result of the struggle in Texas, had its origin in this mission converted to a fort. Some pupils had the idea that this was always a fort.



The Struggle Over New States is the first subtopic under this general heading. Textbooks A and D allow 2.9 per cent of space for the treatment of this topic. Textbooks B and C allow 2.8 per cent. This is the first topic which has been consistent in all four textbooks as far as amount of space is concerned.

Textbooks A, B and C partially explain the claims of the United States and England to the Oregon Territory. Textbook D is the only book to explain all of the arguments on the side of the United States and England. In addition to this, the book presents the claims by Spain for this territory. The Spanish claim has been omitted in the other books.

Textbooks A, B and C mention the Mormons in Utah. No mention is made of this group in book D.

The importance of the Santa Fe Trail in the development of new states is mentioned in two of the four books, namely C and D. Textbooks A and B do not mention the Santa Fe Trail.

The four books are unanimous in mentioning the American pioneers in the Southwest.

The Trappers or Mountain Men in Oregon are mentioned in book D. No reference is made to this group in the other textbooks.

The Civil War is the next topic for discussion.

Textbook C gives 6.8 per cent of space to this topic. Textbook A is next with 4.6 per cent. Textbook B follows with 4.2 per cent and book D has 3.9 per cent.

Textbooks A, C and D give an account of Lincoln's life. No mention is made of this great president's life in book B.

Lincoln's views on slavery are explained in all of the textbooks.

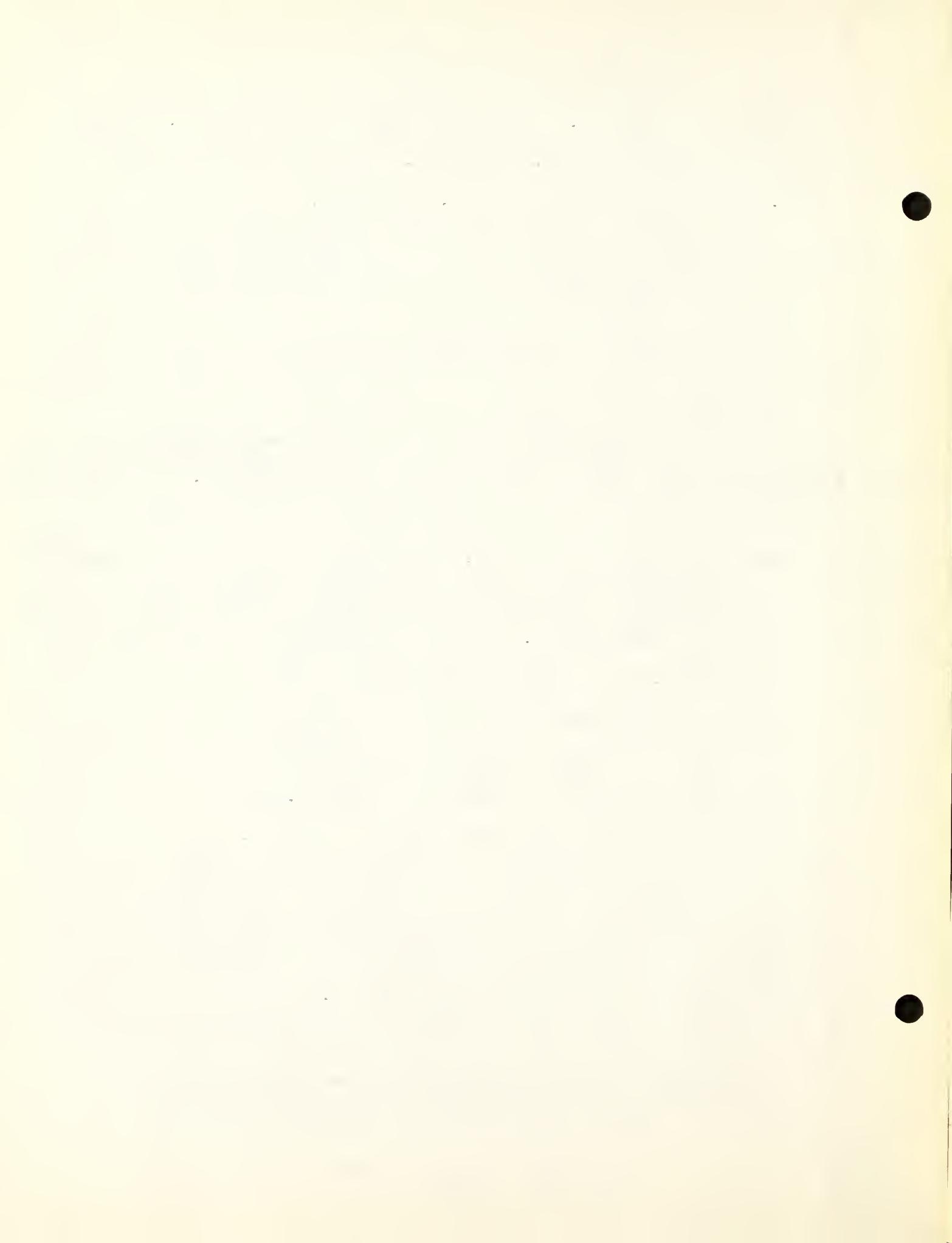
The Northern Blockade of the Southern ports was one of the most important moves made by President Lincoln. The textbooks agree on the importance of this plan in their explanation of the blockade.

Another important part of the Union plan was to win the Mississippi Valley. This, of course, would split the Confederacy. The textbooks agree once again in their mention of this important plan.

One of the most disasterous events occurring in the Civil War Period was the murder of Lincoln. This sorrowful situation is mentioned in all of the textbooks.

The Reconstruction of the South is another point which is treated by all books. The treatment of the Civil War period seems to be more consistent in all books than the treatment of any of the previous topics.

The Use and Influence of Public Lands is one of the few remaining subtopics under the general heading of



territorial development. The amount of space allowed for the discussion of the topic is the first point of comparison. Textbook A gives 1.6 per cent of space to the topic. Textbook C is next with 1.4 per cent. Textbook B is third with 1.2 per cent. Then, book D had .3 per cent.

The famous Webster-Hayne debate, which started over the introduction of a bill to limit the sale of public land to men and women, is mentioned in the four textbooks. Textbook D gives a more detailed explanation of the situation than any of the other books.

The Strengthening of National Unity is the last topic under the heading of territorial development. As in previous topics, the amount of space occupied by the topic will be considered first. Textbook D allows 3.4 per cent of space. Textbook B is next with 2.2 per cent of space. These books are followed by book A with 1.3 per cent and book C with .7 per cent.

Textbooks A, B and C explain the dismal picture of the south after the Civil War. Textbook D omits this important item.

Three of the books, namely A, B and C relate the impeachment of President Andrew Johnson. Textbook D omits this topic.

The books are unanimous in their mention of Lincoln's



plans for reconstruction. The fact is brought out by all books that both the North and the South lost a great friend. The picture was not the same when Andrew Johnson took the oath of office. He was distrusted by both sides.

The Klu Klux Klan became active at this time. Their actions are mentioned in books A, B and C.

The Carpetbaggers and Scalawags also appear on the scene. They were successful in creating unrest in the south for awhile. Their schemes are mentioned in books A and B. Books C and D do not mention this group.

One textbook, namely B, tells about the discouraged landowners in the south. Some of these landowners who were extremely wealthy before the war were selling wares on a street corner after the war.

Two textbooks, A and B, state how Congress passes its own reconstruction acts. No mention is made of this topic in books C and D.

Two of the books namely A and D explain the good will existing between the North and the South.

Textbooks A, B and C agree that the negro problem was only partly solved. Textbook D doesn't mention this problem.

The Development of Waterways, Highways, Railways and Airways will be considered now. The per cent of space occupied by the topics in the various books will be re-



lated first. Textbook C allows 10.9 per cent of space. Textbook D follows with 8.6 per cent. Then book B with 6.2 per cent is followed by book A with 2.2 per cent.

The invention of the steamboat is related in books A, B and D. Book C omits this item.

Textbook D is the only book to explain the rise and the fall of the merchant marine.

John Stevens, who turned his attention to locomotives after winning success with his steamboat, is mentioned in book D. This name is not mentioned in the other books.

The invention and the rapid development of the automobile and the airplane is explained in detail in books B, C and D. Textbook A refers to these inventions briefly. The names of Duryea, Haynes and Ford are mentioned in connection with the invention of automobiles.

Textbooks B, C and D mention the Wright Brothers in connection with the first airplanes.

Domestic and International Trade is the first sub-topic under the general heading of development of waterways, highways, railways, and airways.

This is one of the few topics on which two books agree as to the per cent allowed for its treatment.

Textbooks A and C give 8.2 per cent of space. Textbook D allows 3.7 per cent. This book is followed by B with 2.6 per cent.

The domestic trade is treated by the four books in a similar fashion. They explain the trade system by relating the tariffs existing between the various states. At this period in history the individual states were considering the other states in the same category as foreign nations.

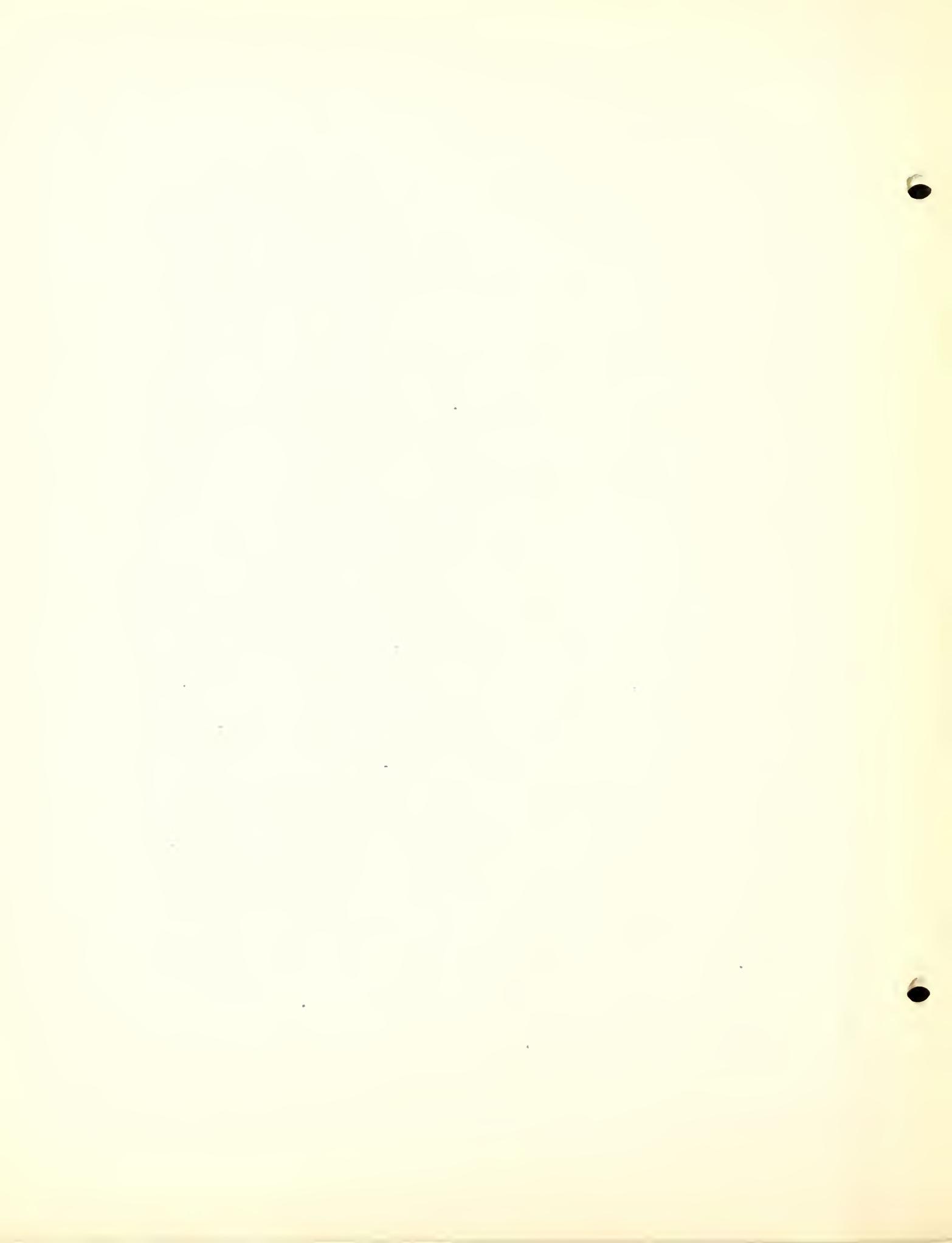
The international trade before the Civil War is treated by all the textbooks. It concerns the trade agreements between our colonies and Europe and later on between our nation and Europe.

The next topic gives attention to pertinent inventions. The first point for consideration is the per cent of space allowed by each book for the treatment of the topic. Textbook C allow 6.8 per cent of space for the topic. Book D grants 4.6 per cent of space. These books are followed by books B and A with 3.7 per cent and 3.6 per cent respectively.

The name of Thomas Edison, a great promoter of the use of electricity, is mentioned in books A, B and D.

Books C and D give a detailed explanation of some of the modern improvements and inventions of the railroad. The other books mention this point very briefly.

Refrigeration is mentioned by book A. Textbooks B, C and D omit this item.



The invention of the reaper by McCormick is mentioned by the four books.

The invention of the sewing machine by Howe is mentioned in Book A. It is omitted by the other books.

The improvement of roads is mentioned by book B. The other books do not mention any of the modern improvements for highway travel.

The tractor, a most useful machine, is mentioned by books A and C. Books B and D do not refer to this invention.

Trade Routes is the next point for consideration. Textbook C allows 4.3 per cent of space for the treatment of this topic. Book B is next with 3.7 per cent. Book D allows 3.4 per cent and book A 1.5 per cent.

The four books are unanimous in their explanation of the building of the Panama Canal.

Textbook A is the only book to mention the Pacific Ocean as the new highroad to wealth.

Textbook D refers to the Hawaiian Islands as the crossroads of the Pacific. The importance of this group of islands was borne out in World War II.

The importance of the Caribbean Sea as a trade route is explained by books B, C and D.

Textbooks A and C refer to the relations of the

United States with Spanish-American Republics.

Social Effects of the Cargoes carried is the next topic for discussion. Textbook B allows 3.3 per cent of space for the treatment of this topic. Textbook D grants 1.7 per cent of space. Book A allows 1.5 per cent and book C, 1.3 per cent.

Textbooks A, B, C and D refer to the amazement of the people at the thought that they could now communicate with the people in distant areas.

Textbook A relates the effect of new inventions upon the working people in the factories. It also mentions their wretched working conditions and their early attempts to form unions.

The next general topic recommended by the commission is Recreation, Sport and Social Life. Textbook A allows .8 per cent of space for the treatment of this topic. Then, book B follows with .7 per cent. Book C gives .6 per cent and book D .3 per cent to the analysis and treatment of the topic.

Three textbooks, namely A, B and C, mention the reading of books, magazines and newspapers as forms of recreation or leisure time activity engaged in by the American people. No mention of this point is observed in book D.



The drama was an important part of the social life of the people. Textbooks A and C explain the part the drama played on the list of entertainment activities since this type of recreation preceded the moving pictures.

Textbook D mentions some of the sports engaged in by the early settlers. Some of the common outdoor sports were sliding, skating, boating, playing marbles, games of tag, hopscotch, kickball and batball. Some of the indoor amusements were blindman's bluff, drop the handkerchief and many others. The writer mentions these games because many of them are played today without any changes in the rules set up by the originators of the games.

The modern sports of football, baseball, and basketball have been overlooked entirely except to have their names mentioned. Textbooks A, B and C refer to these modern games.

Textbook C explains the hold the sports have on public interest.

The first subtopic is the Rise of Typical American Games. The various textbooks do not allow much space for this topic. Textbook D grants .3 per cent of space for the reference to this point. Textbook B allows .2 per cent of space. Books A and C seem to agree on the amount of space allotted, namely .1 per cent. This is another one of the few examples of agreement in space allotment.



The textbooks seem to be unanimous in their lack of detailed treatment of this topic of typical American games.

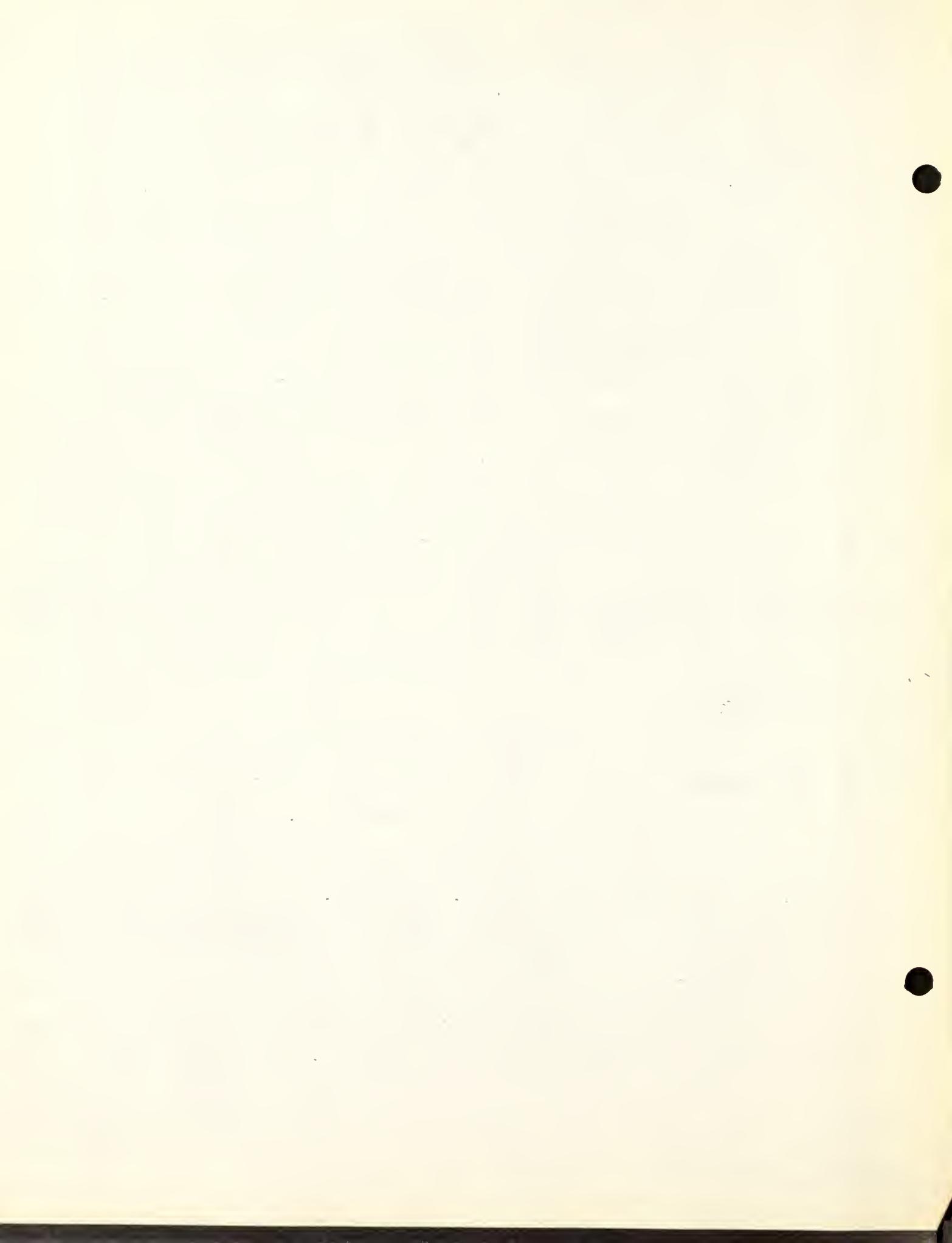
The next topic for discussion is Resorts and Vacation Trips. There will not be any per cent given for this topic since the books are unanimous in omitting this point. The writer hasn't come across any history book at the present time treating this particular topic. Any and all places treated in the history books might be considered as possible vacation spots.

Social Clubs and Organizations is another topic which is not treated by the textbooks. The writer is not concerned with the mentioning of some organization which might be social in nature but is referred to in some other connection such as the part it played in the war for example.

Theatres, Music, Movies and Other Commercialized Amusements is the last subtopic in this group. Textbook A allows the greatest amount of space with 8.3 per cent. Book C gives 1.1 per cent of space. Book B follows with .2 per cent and book D with .1 per cent.

Textbooks A and C mention the early American composers and music. This is lacking in books B and D.

The four books, namely A, B, C and D, explain the early development of the moving pictures. Textbooks B and



C refer to the establishment of the Kodak Company by George Eastman.

The Rise and Influence of Major Communication Industries is the next general topic for analysis. Textbook A allows 7.9 per cent of space for the treatment of this topic. Textbook D is next with 3.8 per cent. Book C gives 1.5 per cent and book B allows 1.1 per cent. Textbook D is the only book to explain the meaning of the word communication. In connection with the word communication, it might be well to point out the term intercolonial communication which is used rather frequently by book D.

Textbooks C and D explain very clearly the methods of writing employed by the early settlers as well as the earliest means of transporting mail. This gives the student a very good idea of the amount of time consumed by the early mailing methods and those of the present day.

Textbooks A and B report the educational and entertainment programs that the invention of the telephone and the radio have brought to the people of this country.

The writer thinks it best to combine the next two topics since the explanation of either one will cover the material for both titles. The topics are Postal Service, Press, Telegraph, Telephone and Radio and



Attention to Pertinent Inventions.

Textbook A allows 8.3 per cent of space for the treatment of the topic. Textbook D grants 4.1 per cent. Books C and B are next in that order with 1.9 per cent and 1.1 per cent.

Textbook D explains in detail the hardships of our first postmen. This book also relates the history of our early postmasters.

Textbook D, unlike the other books, explains very carefully the English Postal System.

Textbooks C and D refer to the binding of the East and West by the Overland Mail, a stage coach line running from New Orleans to San Diego.

These two books emphasize the importance of the Pony Express in the mail system.

These same textbooks take us through the modern post-office system. It is important to note that no reference has been made to books A and B in regard to the development of the mail system. These books almost completely omit the postal system.

Textbook D gives an excellent account of the newspaper industry. It starts with the early colonial newspapers and completes the report with the modern papers. The other books omit a detailed explanation of this industry.



The four books are unanimous in their reference to the invention of the telegraph. Textbooks A and B limit their work on this topic to one half a page.

The invention of the telephone is mentioned by all the books. The same comment as was mentioned in the previous paragraph could be brought out again. Textbooks A and B give one half a page to the treatment of this topic.

Textbooks A and B give some explanation of the development of the radio and mention some of the values of the radio.

The Industrial Organization of These Agencies and Their Cultural Power is the next topic to be analyzed. Textbook B allows 7.0 per cent for the treatment of this topic. Book D grants 4.8 per cent. Book C gives 4.4 per cent and book A 1.6 per cent of space.

Textbooks B, C and D treat this topic in detail. They mention the importance of the railroad and the airplane in the development of the postal system. The press, telegraph, telephone and radio are also explained sufficiently.

The remaining topics complete the material in the textbooks. These are not the topics recommended by the Commission.

Discovery and Exploration is the next topic for analysis. Textbook C allows 6.3 per cent of space for the

treatment of this topic. Textbook A grants 5.5 per cent. These books are followed by books D and B with 4.2 per cent and 2.3 per cent.

Textbooks A and D explain the early life of Columbus. Of the two, book D reports the facts in great detail. Books B and C do not mention the early life of Columbus.

The name of Marco Polo is mentioned in all of the textbooks.

Textbook D is the only book to mention the early sea training that Columbus had and mastered so well. This is an important item since these points were to prove the difference between success and failure.

The names of the three ships under the command of Columbus are mentioned in all of the textbooks.

Textbooks A, C and D explain in detail the exciting trip across the ocean.

Textbooks A and D explain the importance of Columbus' discovery.

Prince Henry and his search for the gold coast is mentioned in books A, B and C. Book D doesn't mention this explorer.

Cabral, a careless captain who was looking for the African Continent but discovered Brazil, is mentioned in only one book, namely book D. This is a point which was

conspicuous by its absence in the other books.

The name of Vespucci is mentioned in textbooks A, B, C and D.

The French explorers, Verrazano and Cartier are mentioned in books A, B, C and D.

The name of Balboa appears in all of the books.

The explorations of Magellan are explained very clearly in textbooks A, B, C and D.

The Spanish names of De Soto and Coronado appear in books A, C and D. The name of De Leon, on the other hand, appears in books A and D.

The explorations of John Cabot sailing under the English flag are explained in detail in books A, B, C and D.

The attempts of the early English explorers to find a Northwest passage is explained in books C and D.

Magellan's trip around the world is related in detail in books A and D.

The work of the English sea rovers is told in textbooks C and D.

The endeavors of Sir Walter Raleigh and Sir Gilbert are explained clearly in books A, C and D.

The name of Sir Francis Drake appears in textbooks A, B, C and D.

The defeat of the Spanish Armada is mentioned in books A, B, C and D.

The Colonial Period is the next topic to be considered. An interesting point might be brought out in connection with this topic. The Colonial Period receives more space allotment in all of the textbooks than any other topic. Textbook A allows 17.7 per cent of space for the treatment of the topic. Textbook B is next with 14.5 per cent. Textbook D gives 10.2 per cent of space and book C allows 9.8 per cent for the analysis of the topic.

Textbooks A, B, C and D are unanimous in their explanation of how and why the early settlers came to America.

The settlement at Jamestown is mentioned in books A, B, C and D. A famous name which is always mentioned with Jamestown is Captain John Smith. This name appears in books A, B, C and D.

The importance of tobacco raising in Jamestown is expressed in textbooks A, B, C and D.

The appearance of slaves in the Jamestown Colony is related in books A, B and D.

The meaning of the word Pilgrim is explained in only one book, namely D.

The wandering of the Pilgrims is related in books A, B, C and D.

Textbook D brings out the fact that the Pilgrims were able to succeed without any help from England.

The coming of the Puritans to Massachusetts is explained in books A, B, C and D.

The establishment of the Colonies at New Hampshire, Connecticut and Rhode Island is explained in detail by books A, C and D. Textbook A mentions these colonies but omits the details.

The names of John Endicott and John Winthrop of the Puritan group appear in books A and C.

The names of Thomas Hooker of Connecticut and Roger Williams of Rhode Island appear in textbooks A, C and D.

The New Netherland Colony established in 1623 is mentioned in textbooks A, B, C and D.

The New York Colony established in 1664 is mentioned in all of the textbooks.

New Jersey, 1664, and Delaware, 1638, are explained in detail in books A, B, C and D.

The Pennsylvania Colony appears in textbooks A, B, C and D.

The southern colonies of Maryland, the Carolinas and Georgia appear in all textbooks. However, there is a difference of treatment as far as the books are concerned. Textbooks A, C and D treats these colonies at length. Textbook B treats this point very briefly.

The name of James Oglethorpe, the founder of the Georgia Colony, is mentioned in books A, B, C and D.

Georgia is referred to as the Buffer Colony in books A and D.

The name of Samuel de Champlain, the great explorer sailing under the French flag, appears in the four books. Textbook D, unlike books A, B and C refers to Champlain as the "Father of New France."

The French methods of colonization are mentioned in books B, C and D.

Count de Frontenac, a famous name in French history, appears in books A, B, C and D.

The same might be said of the name Lasalle. It appears in books A, B, C and D.

The importance of the work of Father Marquette is mentioned in book D.

A comparison is made in book D between the French and English method of colonization.

The first three wars or King William's, Queen Anne's and King George's War taking place between England and France are mentioned in books A, B, C and D.

The story of Deerfield is told in Book D.

The French and Indian War is explained in books A, B, C and D.

The names of General Wolfe and General Montcalm, the English and French Commanders, are mentioned in books A, B, C and D.

The treaty of Paris is explained in book D.

The next topic for discussion is Politics. Once again, two books have the same space allotment. Textbook A and C allow 1.8 per cent of space for the treatment of this topic. Textbook B allows 1.1 per cent of space and book D grants .5 per cent of space.

Textbooks A, B and D refer to the Federalist and Republican parties of the early days.

In 1828 these names were changed to Democrats and Whigs. This change is explained in the same books, namely A, B and D.

Harrison's election by the Whigs in 1840 is explained in book A.

The Republican Party's first national convention in 1856 is mentioned in book A.

The nominating of dark horses as candidates for president, a practice which started after Jackson's time, is mentioned in book A.

Some of the political scandals in Grant's administration are mentioned in textbook A.

Textbook C has a very clear and most useful chart of

the early political parties. This chart lists the political parties, the presidents elected by the parties and the period of administration.

Textbook C explains the Alien and Sedition Laws passed by the Federalists.

The International Trade after the Civil War is the next topic for analysis. As in the previous topic, two textbooks agree as to the space allotment for this item. Textbook A grants 2.5 per cent of space for this topic. Books B and C allow 2.4 per cent of space. Book D allows 1.5 per cent for the explanation.

Textbooks A, B, C and D are unanimous in their explanation of the purchase of Alaska.

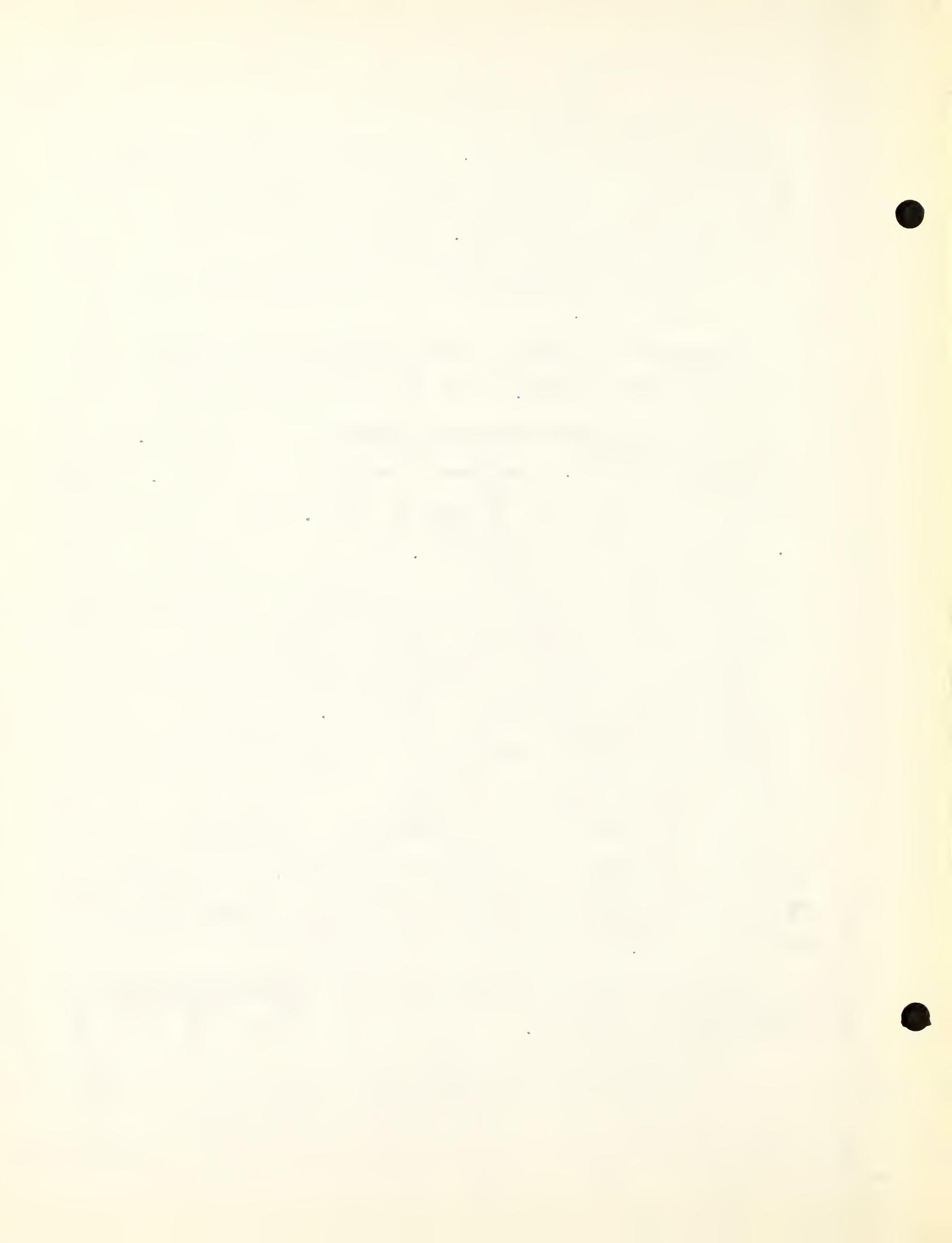
Textbook A explains how the machine age brought about the growth of nationalism in Europe.

Textbook A also explains how the European nations were seeking territorial expansion.

The "open door" policy of the United States in the Far East is mentioned in books A, B, C and D.

Textbook A refers to the Pacific Ocean as the new high-road to wealth.

The construction of the Panama Canal receives emphasis in all of the textbooks.



The last topic for discussion is Labor Unions. Textbook D allows 2.8 per cent of space for the treatment of this topic. Textbook C gives 1.5 per cent of space for this item. Then, book A allows 1.3 per cent and book B, 1.1 per cent of space.

Textbooks C and D explain the meaning of the terms capital and labor. These terms are not defined but merely used in books A and B.

The name of Samuel Gompers appears in books A, B, C and D.

The explanation and the meaning of the word dividend appears in book D.

Textbooks C and D explain the relations between big business and the working man.

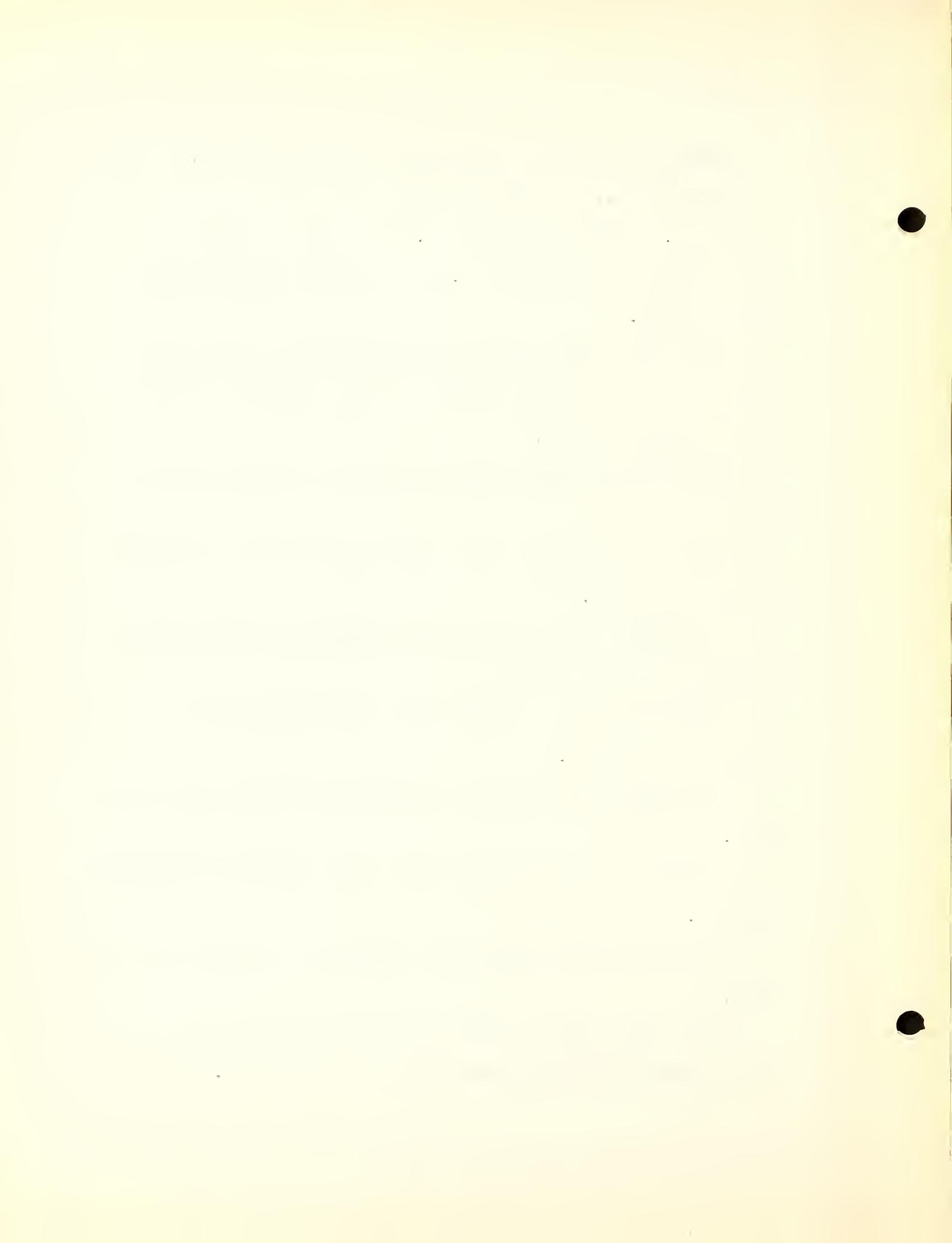
The purpose of the labor union is mentioned in books A, B, C and D.

The Knights of Labor are mentioned in all of the textbooks.

The same could be said of the term, American Federation of Labor.

The early labor unions are explained in books A, B, C and D.

The meaning of the word strike and the early strikes of the workers are explained in all of the books.



Textbook D enumerates the number of strikes taking place in the country in different years.

The organization of national labor unions is mentioned in book D.

The differences between the Knights of Labor and the American Federation of Labor are mentioned in book D.

The purposes of the C. I. O. are explained in books A and D.

The creation of the National Labor Relations Board is explained in books A and D.

The meaning of the term "collective bargaining" appears in book A.

The term "sweat shop" appears in book D.

The names of the present day labor leaders, John L. Lewis and William Green, are in textbook A.

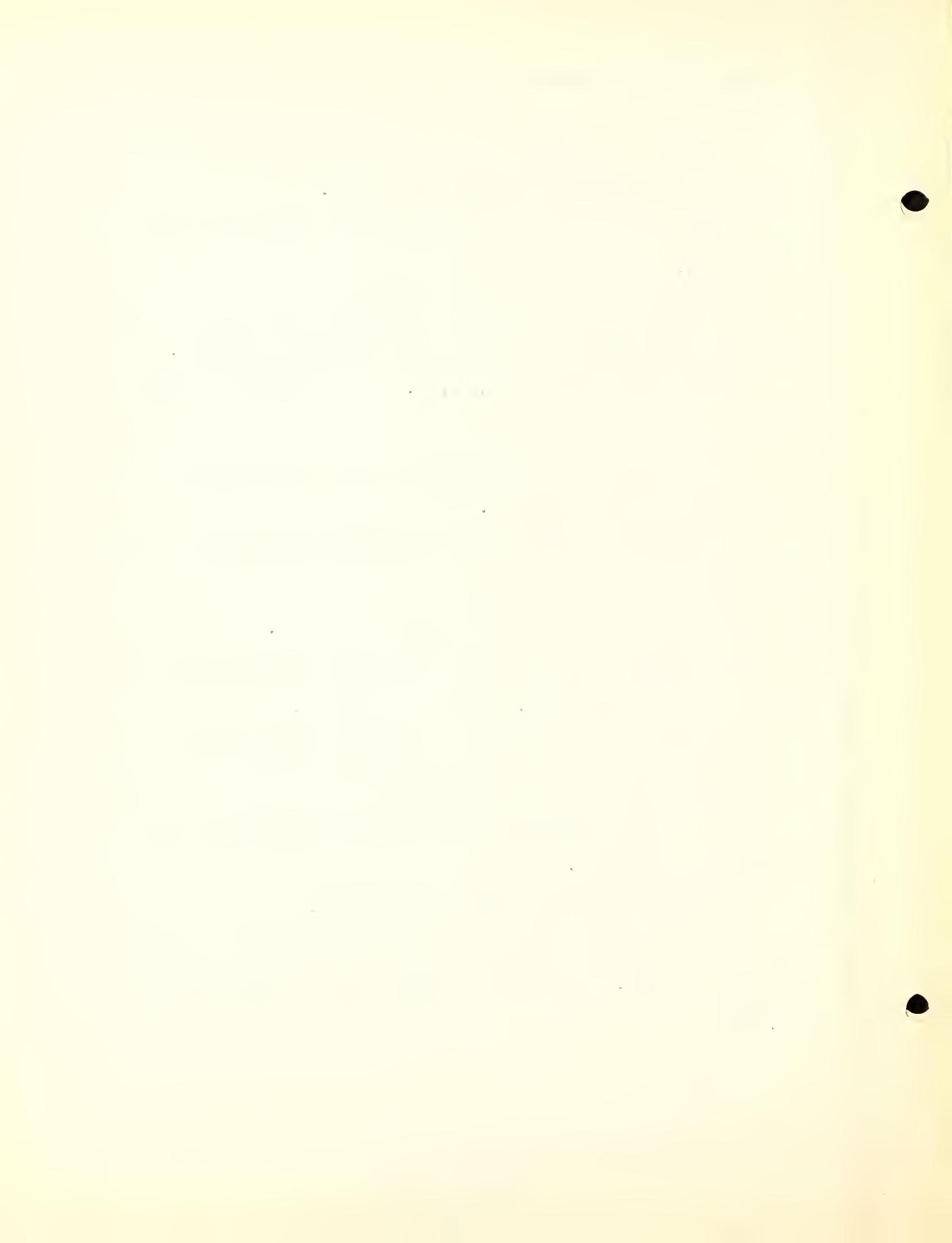
The Hours and Wages Act is mentioned in textbook A.

Modern labor laws are mentioned in book D.

The present conditions under union regulations are explained in book D.

Textbook D refers to the closed shop.

The last point for discussion is the National Defense Mediation Board. The work of this board is explained in book D.



CHAPTER III

CONCLUSION

This last chapter is devoted to certain conclusions that have appeared in the analysis of the textbooks and to suggestions offered to teachers selecting the textbooks.

Student interest is often aroused by local events. However, these events are often treated lightly and receive very little emphasis. The battles of Lexington, Concord and Bunker Hill are very good examples of typical New England events. Teachers should always be mindful of the importance of localized events.

Recreation is part of the daily program of every individual in the nation. It is a term which has a definite meaning in the minds of the people. Nevertheless, this particular enterprise receives very little recognition in the history textbooks. We have modern games such as baseball, football and basketball. These games which have their origin in the early events, are participated in by thousands of people and they attract thousands of spectators interested in the sport. Since this is true, more emphasis ought to be placed on sports in the future



textbooks.

When the writer speaks of recreation, he does not mean simply sports. What has been said of sports might be said of the other forms of recreation such as the theater, drama and radio.

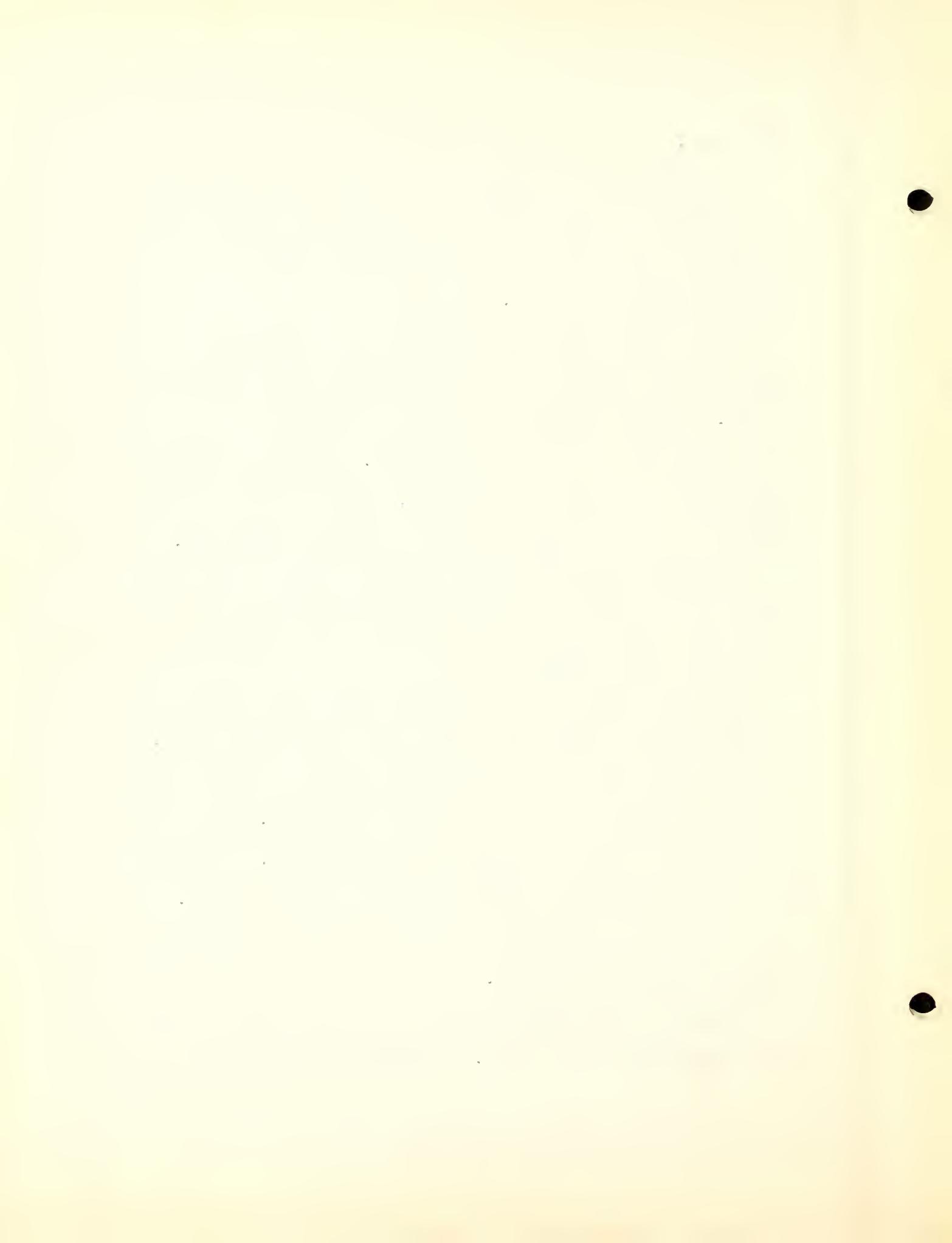
One of the most interesting results concerns the percent of space allowed for the treatment of the various topics. In the analysis of all the topics, no two books agree except in a very few instances. There was never an agreement between any three books. This is also true of four books as far as any of the topics are concerned.

Textbook D explained the meaning of more words that might cause confusion in the minds of the students than any of the other books.

In table number one, textbook A uses more words in the treatment of six topics than the other three books. In this same table, textbook B employs more words in the analysis of eight topics than the other books. Textbook C uses more words in the analysis of ten topics. Textbook D employs more words in the treatment of eleven topics.

Table two presents the number of lines for each topic in the various books.

Textbook A uses more lines in the treatment of five topics than the other books. Textbook B allows more



lines for the treatment of seven topics. Textbook C leads the other books in the analysis of thirteen topics. Textbook D uses more lines in the explanation of ten topics. These last two points in reference to words and lines are mentioned to show once again the variation between textbooks in the explanation of topics.

Textbook A differed most widely from all the books used and this fact is best proved by referring to tables one and two.

Thirty-five topics were analyzed. Of this group, two topics received no mention in any of the books.

A reader of this study might ask what practical conclusions can be made from it. As stated in the problem, the purpose of this data was to show the similarities and differences of the various books with reference to the six topics recommended by the commission. This will serve teachers not only in indicating the variation in textbooks but also in showing which ones will serve as good supplementary material on certain topics.

This analysis suggested further studies in closely related areas. It would be valuable to select a number of textbooks at the same or another grade level and analyze them to find out how many words, the interpretations of which are often confused by the pupils, are defined by the authors.



A further development would be to study history textbooks on a higher grade level to determine how much space has been given to the treatment of the topic Recreation.

The writer has found some real value in these four books. ✓The presentation of the topics has been cleverly arranged so that the non essentials are omitted.



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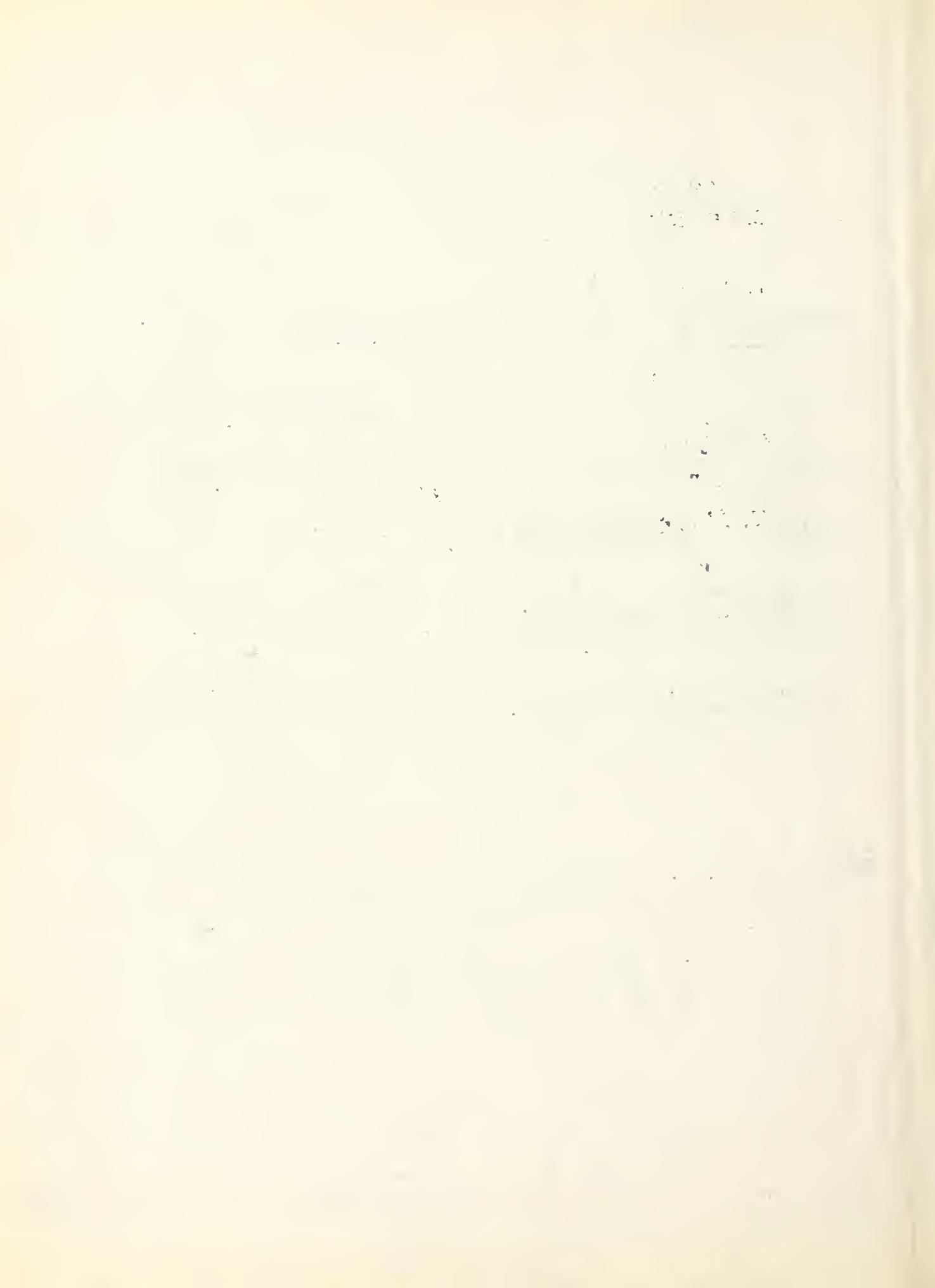
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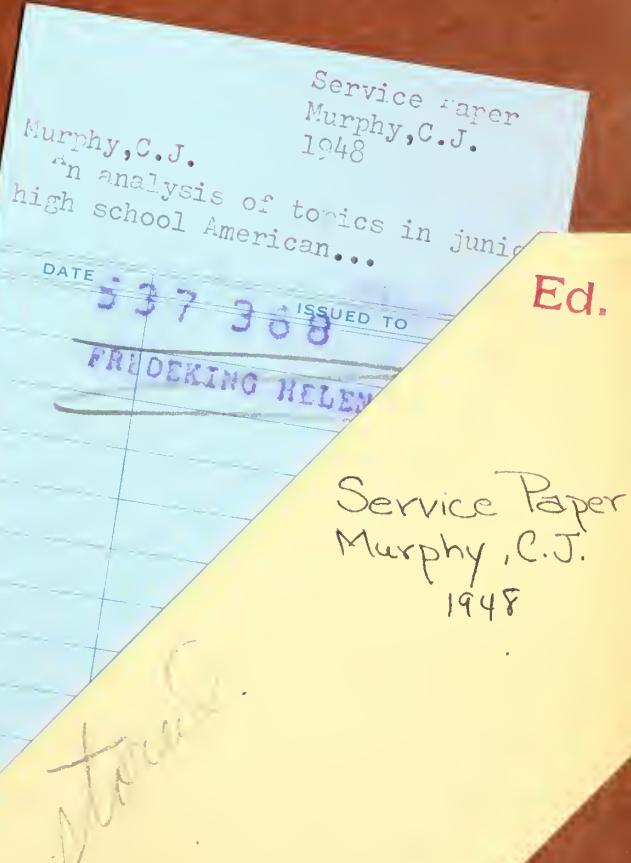


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